

NINE-YEAR FRENCH PROGRAM


curriculum guide

GRADES 4 - 12

Alberta
EDUCATION
1980

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**NINE-YEAR
FRENCH PROGRAM**

curriculum guide



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INTRODUCTION

The nine-year French program, an alternate French program beginning in Grade 4, is designed to increase the effectiveness of second language learning by improved articulation and increased instructional time. Increased instructional time and continuity from year to year are considered to be essential conditions for success with this program.

This French program includes the following characteristics:

1. A set of objectives which reflect the Goals of Basic Education along with a rationale to support the inclusion of second languages in a school program;
2. A specific level of language achievement and cultural understanding for each of the programs;
3. Specification of skills and knowledge of each grade level;
4. Specification of minimum core content as well as elective components for enrichment and remediation;
5. Suggested teaching and learning strategies and evaluation procedures;
6. Additional instructional time for the alternate nine-year program, specifically that the minimum time allotments for second language be 90 hours per year at the elementary school level.



RATIONALE

French has been taught in Alberta schools since the province came into being. However, experience with existing programs and evaluation thereof indicate the need for more suitable guidelines for teachers and administrators, in order to provide their students with learning experiences which will lead to more effective learning appropriate to the national and international scenes.

English and French, the two official languages of Canada, are languages which have influenced and continue to influence the Western world. All students should therefore be given the opportunity and encouragement to acquire French as an additional language. In learning French, one gains a new awareness and a greater understanding of culture through the realization that there are similarities and differences between French and English-speaking peoples. Awareness that the patterns of living of each group are based on one's environment and experiences will, it is expected, lead to greater openmindedness, flexibility and readiness to understand and accept others as they are.

Languages are tools which enable the user to elicit and receive information, to express his opinions and feelings; in effect, to communicate. They have different ways of leading speakers to focus on the reality which surrounds them. In our multicultural society, knowledge of another language should enable an individual to communicate more effectively in a variety of situations related to work or leisure activities. The application of language skills, by extending the range of an individual's human relationships, results in a strong sense of personal achievement and satisfaction.

Many of the skills used in learning another language are the same as those used in learning one's first language. Through the learning of French, the learner can become conscious of those skills and how they apply to any

language learning. In this process, the learner develops the ability to listen for meaningful sounds, to understand different elements of a sentence, and to analyse a message so as to grasp its meaning. Analyzing messages, reconstructing utterances, and applying acquired knowledge to new situations enhance the development of problem-solving skills. By using the spoken language, one gains a clearer perception of how a language functions, of what must be said in order to communicate. Through reading and writing in French, one becomes more aware of the shared conceptual bases of both French and English. As a result of their commonalities and parallel development, the two languages complement each other in many ways. They share a large portion of their vocabularies and use a similar organization of linguistic elements to express experience.

Growing global interdependence is a reality which cannot be overlooked. With widespread mobility, knowledge of more than one language is becoming increasingly valuable: tourists, technicians, business people, civil servants, diplomats, athletes -- people from all walks of life -- are going abroad more frequently to visit or to work. Students in our schools cannot foresee where or with whom they will be called upon to work. Multinational companies in particular, when hiring employees, may consider knowledge of more than one language important. Although knowledge of French may not be the primary qualification demanded by an employer, it may well be the deciding factor in obtaining employment in a world where the job market is becoming more competitive.

It is the purpose of this document to outline a curriculum which will help Alberta's students to develop the minimum basic skills necessary to communicate with others who use French, the better to prepare them to take their place in our national and international communities.

GOALS

Goals designate the broad, long-range, and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning French and are intended to enable the student:

1. To acquire basic communication skills in French by:
 - 1.1 developing the receptive skills of listening and reading, including in the case of the former, and understanding of intonation, gestures, and visual clues which help to convey the message;
 - 1.2 developing the productive skills of speaking and writing including, in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.

2. To develop cultural sensitivity and enhance personal development by:
 - 2.1 developing a greater awareness and appreciation of various cultural values and lifestyles;
 - 2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture;
 - 2.3 becoming more aware of his own cultural heritage through learning French;
 - 2.4 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization;
 - 2.5 broadening his perspectives to include the national and international scene through active participation in a language spoken by many Canadians.

3. To develop originality and creativity in language by:
 - 3.1 enabling him to apply his skills to new and meaningful situations;
 - 3.2 enabling him to express his own ideas and feelings;
 - 3.3 enabling him to discover a new dimension of his personality.

4. To acquire additional concepts and generalizations about language and language learning by:
 - 4.1 recognizing the basic structural similarities and differences between French and English;
 - 4.2 acquiring some knowledge of the structure and function of languages;
 - 4.3 developing an awareness of regional, social and functional variations of spoken and written language;
 - 4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

5. To develop a desire to extend or improve his proficiency in languages through further language study, whether for interest, post-secondary requirements or vocational needs.

OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the appropriate Curriculum Guide.¹

PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to do in the second language.

LINGUISTIC CONTENT

The objectives and content are selected on the basis of these categories of language users:

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possessions
5. Expressing Time
6. Expressing Location
7. Expressing Emotion
8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

¹ a) *Nine-Year French Program Curriculum Guide*, Alberta Education: 1980
b) *Six-Year French Program Curriculum Guide*, Alberta Education: 1980
c) *Three-Year French Program Curriculum Guide*, Alberta Education: 1980

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication. The categories of language use, the performance statements and linguistic content of each grade level are not arranged in a sequential order, although it is expected that by the end of each grade the specified objectives and content will have been covered. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations be acquired by the end of Grade 12. The concept specified in the categories of language use and the skills and concepts identified in the performance statements are considered to be core content.

CULTURE

Cultural themes and topics are presented to assist students to develop insights into the ways of life of French-speaking people as well as to acquire a knowledge about the people's achievements and contributions to civilization.

TO SUMMARIZE, THE CORE OR MANDATORY COMPONENTS CONSIST OF:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES.

THE ELECTIVE COMPONENTS CONSIST OF:

1. SUGGESTED VOCABULARY
2. SUGGESTED TOPICS FOR EACH MAJOR CULTURAL THEME.



MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 4, 5 AND 6

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

LISTENING COMPREHENSION

At the end of Grade 6, the student will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish French intonation and stress patterns;
3. Demonstrate understanding familiar questions, statements and instructions which incorporate the basic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations.

SPEAKING

At the end of Grade 6, the student will be able to:

1. Produce accurately, French sounds, intonation, rhythm, stress, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary.

READING

Grade 4

The student will be able to:

1. Recognize familiar vocabulary and global expressions in printed form.

Grade 5

The student will be able to:

1. Read silently with comprehension familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation.

Grade 6

The student will be able to:

1. Read silently with comprehension recombinations and rearrangements of familiar material.

WRITING

Grade 4

The student will be able to:

1. Copy familiar nouns with the definite and indefinite articles;
2. Copy familiar vocabulary and global expressions.

Grade 5

The student will be able to:

1. Make simple substitutions from known vocabulary, within a familiar structure.

WRITING (continued)

Grade 6

The student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;
2. Write variations of known skits, dialogues and familiar narrative passages.

CULTURAL UNDERSTANDING

In teaching culture, the use of French is recommended as much as possible.

At the end of Grade 6, the student will be able to:

1. Supply factual information that has been learned about familiar cultural concepts;
2. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
3. Recognize cultural connotations of familiar vocabulary and expressions: e.g. tu/vous - bonjour/salut;
4. Describe differences and similarities between French cultures and his own;
5. Use common conventionalities; e.g. greetings, gestures.

ARTICLE

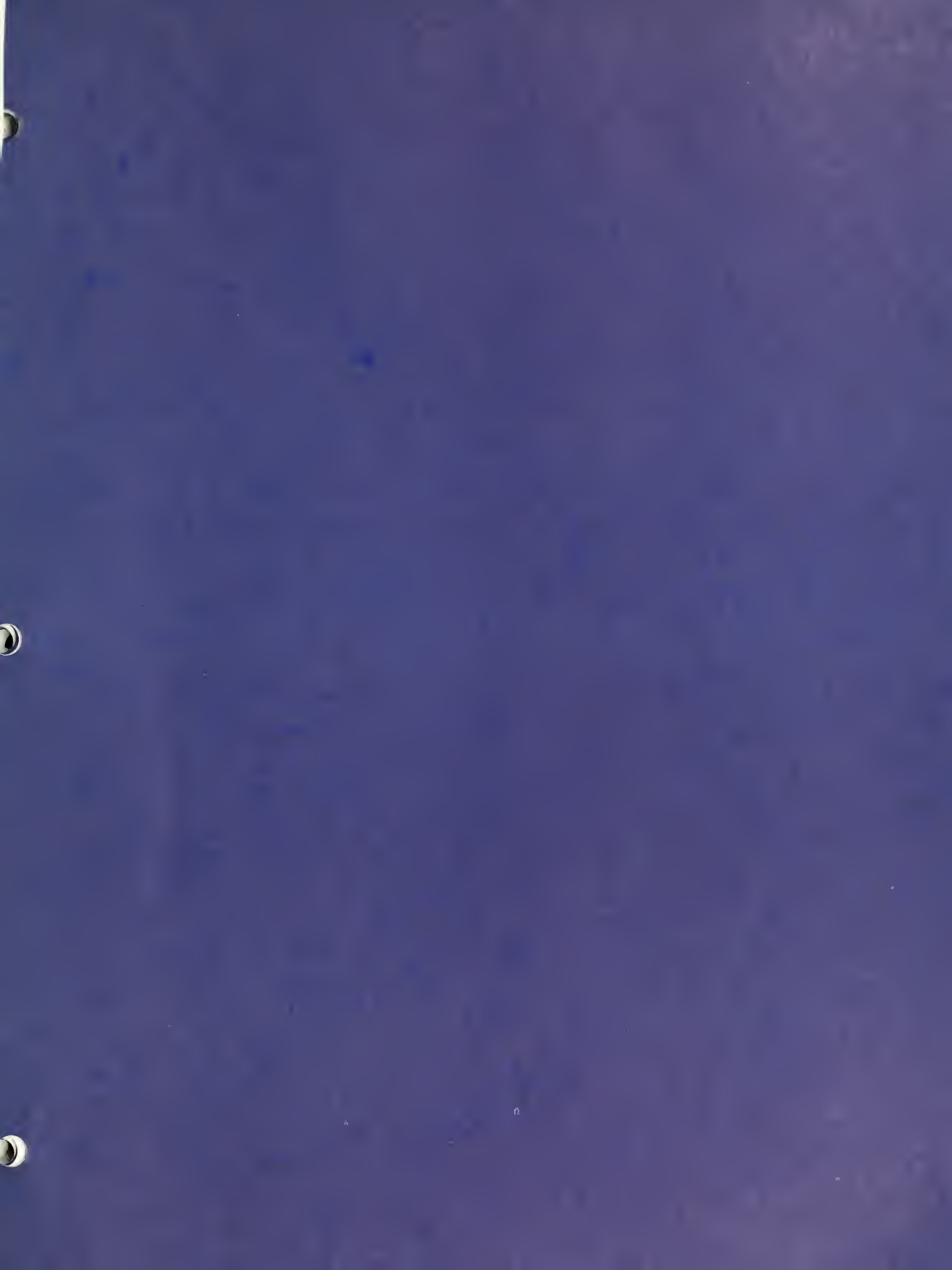
The contract will be made by the undersigned on the following terms and conditions:

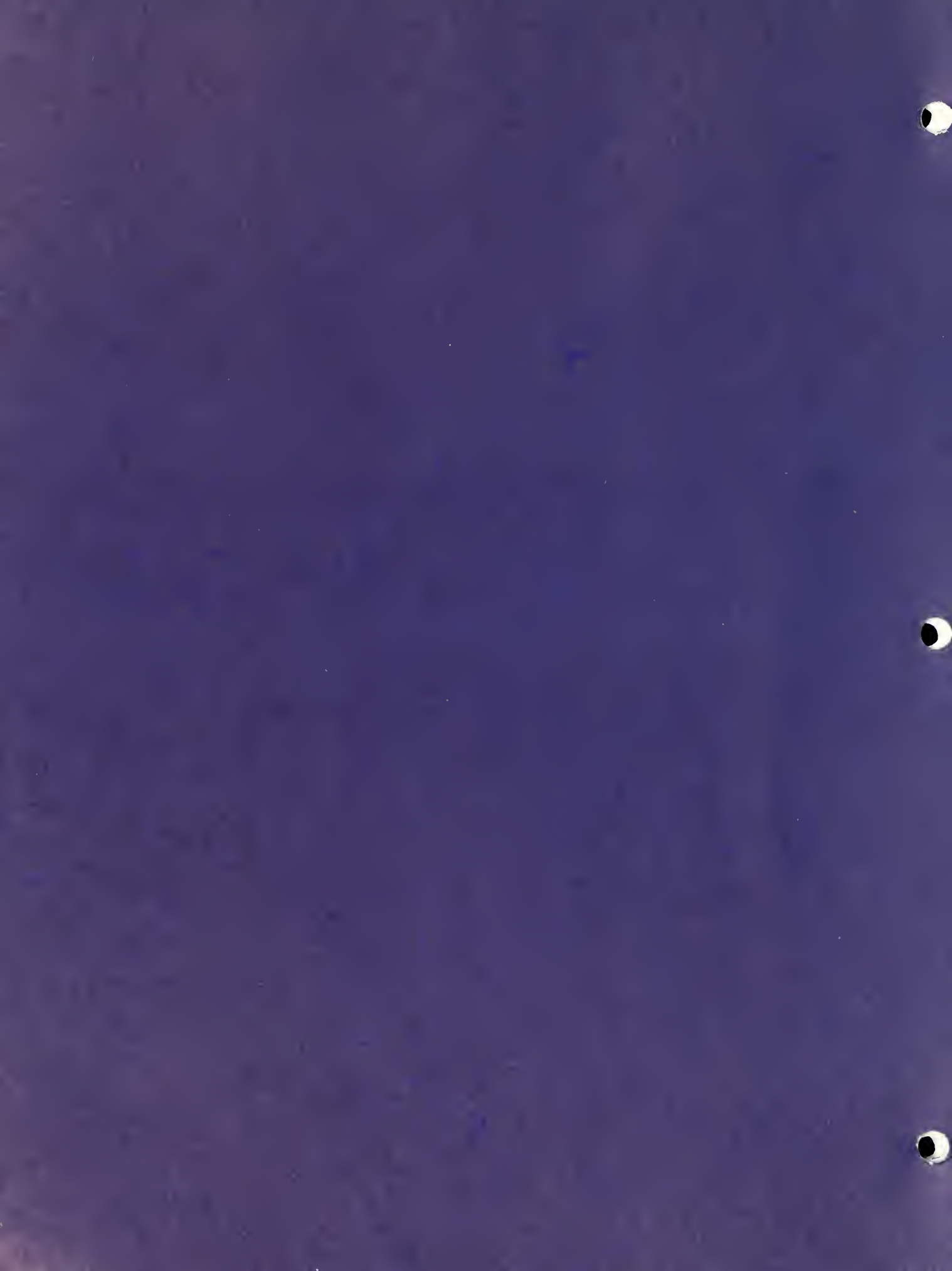
1. The contract will be made by the undersigned on the following terms and conditions:
2. The contract will be made by the undersigned on the following terms and conditions:
3. The contract will be made by the undersigned on the following terms and conditions:

ARTICLE

In carrying out the contract, the use of the following materials is required:

1. The contract will be made by the undersigned on the following terms and conditions:
2. The contract will be made by the undersigned on the following terms and conditions:
3. The contract will be made by the undersigned on the following terms and conditions:
4. The contract will be made by the undersigned on the following terms and conditions:
5. The contract will be made by the undersigned on the following terms and conditions:

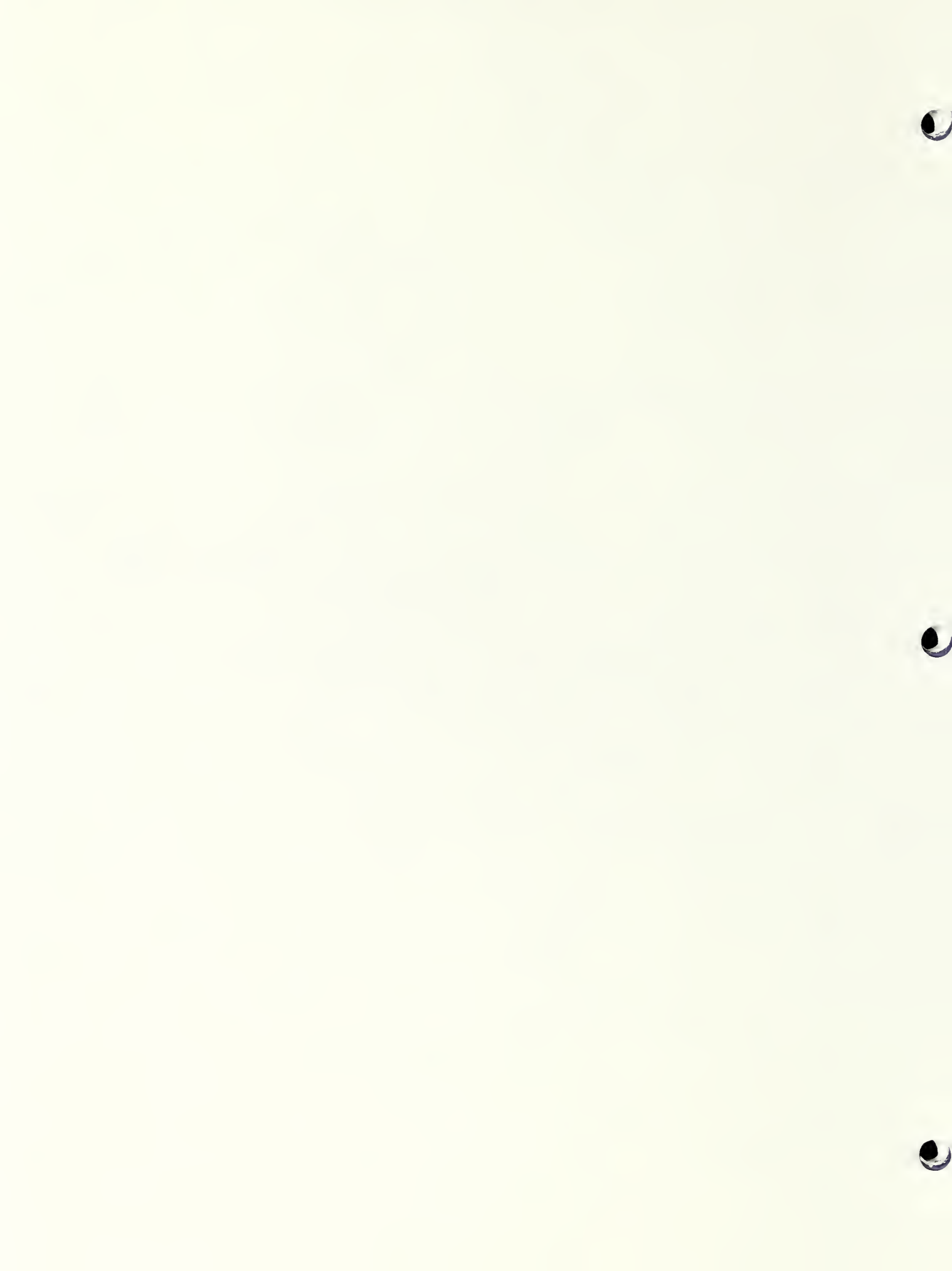




SUGGESTED ALLOTMENT OF TIME FOR SKILL DEVELOPMENT

Grade 4	Grade 5	Grade 6
50% Listening Comprehension	40% Listening Comprehension	30% Listening
40% Speaking	45% Speaking	50% Speaking
5% Reading	10% Reading	10% Reading
5% Writing	5% Writing	10% Writing

The above percentages are only approximations. Successful language instruction involves integration of all skills, including the cultural objective not mentioned in the above schedule. Evaluation of language skills and culture should reflect the emphasis and proportion of time spent on each aspect of language learning in the classroom.





ABBREVIATIONS

Please note that in the boxes describing the structures to be taught, the following abbreviations are used:

adj.	- adjective	p. p.	- past participle
adv.	- adverb	p. t.	- past tense
art.	- article	pl.	- plural
aux.	- auxiliary	poss.	- possessive
conj.	- conjunction	pr. p.	- present participle
def.	- definite	pred.	- predicate
fem.	- feminine	prep.	- preposition
fut.	- future	pres.	- present
imp.	- imperative	pron.	- pronoun
indef.	- indefinite	refl.	- reflexive
indir.	- indirect	rel.	- relative
infin.	- infinitive	sing.	- singular
int.	- interrogative	subj.	- subject
masc.	- masculine	subjun.	- subjunctive
n.	- noun	v.	- verb



PHONOLOGY

AT THE END OF GRADE 6 STUDENTS WILL BE ABLE:

1. To distinguish and to produce to the best of their ability all French sounds in a variety of communicative situations.

1.1 *Voyelles*

/a/ <u>ma</u> dame	/u/ <u>vous</u>	/œ/ <u>oeuf</u>
/ə/ <u>le</u>	/e/ <u>les</u>	Specific attention to:
/i/ <u>mi</u> di	/ɛ/ <u>chaise</u>	/y/ <u>du</u>
/o/ <u>gâ</u> teau	/ɔ/ <u>porte</u>	/ø/ <u>deux</u>

1.2 *Semi-voyelles*

Specific attention to:

/j/ <u>fi</u> lle
/w/ <u>ou</u> i
/y/ <u>hu</u> it

1.3 *Voyelles nasales*

/ɛ̃/ <u>fai</u> m
/ɔ̃/ <u>bon</u>
/œ̃/ <u>brun</u>
/ɑ̃/ <u>chante</u>

1.4 *Consonnes*

/f/ <u>fer</u> mier	Specific attention to:
/g/ <u>gr</u> and	/r/ <u>rue</u>
/k/ <u>cr</u> ayon	/ʁ/ <u>campagne</u>
/s/ <u>se</u> pt	/p/ <u>pa</u> in
/ʃ/ <u>chi</u> en	/b/ <u>bé</u> bé
/t/ <u>tr</u> acteur	/d/ <u>de</u> nt
/v/ <u>vo</u> iture	/l/ <u>Mich</u> el
/z/ <u>zé</u> ro, /m/ <u>ma</u> man	
/ʒ/ <u>ja</u> une, /n/ <u>no</u> ir	

2. To recognize and produce the correct intonation patterns.

2.1 *Assertive*

Je vais au cinéma.

2.2 *Interrogative*

Il est malade?
Où est-ce que tu vas?

2. (continued)

2.3 Imperative

Donne-moi!
(Gesture toward the speaker)

Sors!
(Gesture toward the door)

2.4 Exclamative

Quelle belle chatte!

3. To produce even syllables in words and sentences with the stress on the last syllable of a word or breath group.

3.1 RHYTHM AND STRESS

(even beat for each syllable with a stress on last syllable of breath group.)

phar ma cie

Il va à la phar ma cie

4. To use correctly the liaison between subject and verb and between *C'est* and the following word: e.g. article and proper noun.

4.1 LIAISON

/z/ as in *vous avez* (vuzave)

/t/ as in *C'est un stylo* [setœstilo]

C'est + vowel.

5. To produce proper elisions

5.1 ELISION

C'est le cheval [selʃval]
petit /pti/

C'est le garçon [selgarɔ̃]

C'est + article + noun.

CATEGORY :

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to express greetings appropriate to the time of day and the person greeted.
2. to inquire after and tell about state of health.
3. to take leave using an appropriate expression.
4. to excuse himself in various situations.
5. to introduce someone to a third party.

LINGUISTIC CONTENT

- | | | |
|-----|--|---|
| 1.1 | <i>Bonjour
Bonsoir</i> | <i>Monsieur, Madame,
Mademoiselle, papa,
maman.</i> |
| | <i>Salut!</i> | <i>Jean, Marie, etc.</i> |
| 2.1 | <i>Ca va?
(Oui) ça va.</i> | |
| 2.2 | <i>Ca va bien?
Oui, ça va (bien).</i> | |
| 2.3 | <i>Comment ça va?
Ca va bien (merci).</i> | |
| 3.1 | <i>Au revoir, Monsieur.
A bientôt.
A demain, Monsieur.</i> | |
| 4.1 | <i>Pardon, Monsieur.
Excusez-moi, Monsieur.
Excusez-moi, s'il vous plaît.</i> | |
| 5.1 | <i>Voici Pierre
Voilà Marie
Madame ...
Monsieur ...
Mademoiselle ...</i> | |

Note: Teach the above as global expressions.

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to ask and tell about names.

2. to ask and tell about age.

3. to ask and tell about who someone is.

4. to identify an animal or object using *voilà* and/or gesture.

5. to ask and tell what an object is.

LINGUISTIC CONTENT

1.1 *Comment t'appelles-tu?*
Je m'appelle . . .

Note: Teach as a global expression.

1.2 *Tu es Pierre/Marie?*
Oui, je suis ...
Non, je suis ...

1.3 *Moi, je suis Marie et toi qui es-tu?*
Note: Teach *être* in the affirmative with *je/tu/il/elle/ils/elles*.

2.1 *Quel âge as-tu?*
J'ai ... ans.

Note: Teach *avoir* in the affirmative with *je/tu/il/elle/ils/elles*.

3.1 Qui est-ce + ?

C'est + name of person.

Qui est-ce?
C'est Paul.

3.2 Non + ce n'est pas + name of person.

C'est Paul?
Non, ce n'est pas Paul.

Note: Teach *c'est* in the affirmative and negative.

4.1 Voilà + indefinite article + noun.

Paul, montre-moi un cahier.
Voilà un cahier.

Note: Teach the indefinite articles *un, une* and *des*.

5.1 Qu'est-ce que + c'est + ?

C'est + indefinite article + noun.

Qu'est-ce que c'est?
C'est une poupée.

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

Grade 4 (continued)

6. to count the number of persons, animals or objects from 1 to 31.

7. to tell the colours of objects and animals.

LINGUISTIC CONTENT

5.1 (continued)

Oui, + c'est + indefinite article + noun.

C'est une chaise?

Oui, c'est une chaise.

Non, + ce n'est pas + indefinite article + noun.

C'est une chaise?

Non, ce n'est pas une chaise.

6.1 *Oui + j'ai + number + noun.*

Tu as deux crayons?

Oui, j'ai deux crayons.

Note: Pronunciation patterns before consonants and vowels:

<i>un</i>	<i>chien</i>	/	<i>un</i>	<u>n</u>	<i>ami</i>
<i>deux</i>	<i>chiens</i>	/	<i>deux</i>	<u>z</u>	<i>amis</i>
<i>trois</i>	<i>chiens</i>	/	<i>trois</i>	<u>z</u>	<i>amis</i>
<i>quatre</i>	<i>chiens</i>	/	<i>quatre</i>	<u>r</u>	<i>amis</i>
<i>cinq</i>	<i>chiens</i>	/	<i>cinq</i>	<u>k</u>	<i>amis</i>
<i>six</i>	<i>chiens</i>	/	<i>six</i>	<u>z</u>	<i>amis</i>
<i>sept</i>	<i>chiens</i>	/	<i>sept</i>	<u>t</u>	<i>amis</i>
<i>huit</i>	<i>chiens</i>	/	<i>huit</i>	<u>t</u>	<i>amis</i>
<i>neuf</i>	<i>chiens</i>	/	<i>neuf</i>	<u>v</u>	<i>amis</i>
<i>dix</i>	<i>chiens</i>	/	<i>dix</i>	<u>z</u>	<i>amis</i>

7.1 *Definite article + noun + est + adjective.*

De quelle couleur est la balle?

La balle est rouge.

Non + definite article + noun + n'est pas + adjective.

Est-ce que la balle est rouge?

Non, la balle n'est pas rouge.

Note: Teach names of colours which have no audible phonetic change in the feminine.
e.g. *rose, bleue, noire, etc.*

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS (Cont'd)

PERFORMANCE STATEMENTS

8. To ask and tell about weather

LINGUISTIC CONTENT

8.1 *Quel temps fait-il?*

<i>Il fait</i>	<i>beau</i>	<i>Il</i>	<i>neige</i>
	<i>mauvais</i>		<i>pleut</i>
	<i>Chaud</i>		<i>vente</i>
	<i>soleil</i>		

CATEGORY : EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to give and to respond to orders with appropriate actions.

2. to ask and tell what is being done.

LINGUISTIC CONTENT

1.1 *Levez-vous!* / *Lève-toi!*

Ouvrez les livres! /

Ouvre la porte!

Asseyez-vous! / *Assieds-toi!*

Note: Teach the second person singular and second person plural forms of the imperative.

2.1 Subject + verb + ?

Tu joues?

Subject + verb.

Oui, je joue.

Note: Teach the affirmative forms of the verb with *je/tu/il/elle/ils* and *elles*.

CATEGORY :

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to ask and tell about possession using *avoir*.

2. to ask and tell to whom an object belongs or to whom a person is related.

LINGUISTIC CONTENT

1.1 Subject + *avoir* indefinite article + noun + ?

Oui + subject + *avoir* + indefinite article + noun.

Tu as un chien?

Oui, j'ai un chien.

Non, je n'ai pas de chiens.

1.2 *Qu'est-ce que* + subject + verb + ?

Qu'est-ce que tu as?

J'ai une pomme.

Note: Teach *avoir* in the affirmative only with *je/tu/il/elle/ils* and *elles*.

Teach *pas de* as a global expression.

2.1 *C'est* le
la + noun + *de* + name of person
l'
les

C'est + definite article + noun + *de* + name of person + ?

C'est le chat de Pierre?

Est-ce que + *c'est* + definite article + noun + *de* + name of person + ?

Est-ce que c'est le chat de Pierre?

Oui + *c'est* + definite article + noun + *de* + name of person .

Oui, c'est le chat de Pierre.

Note: As in English, *les* in expressions *c'est les* is acceptable in spoken French.

CATEGORY : EXPRESSING TIME

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to ask the time and tell time on the hour.

LINGUISTIC CONTENT

- 1.1 *Quelle heure est-il?*
Il est une heure (midi, minuit).

CATEGORY : EXPRESSING LOCATION

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to ask and tell where someone or something is.

LINGUISTIC CONTENT

- 1.1 *Où est + name of person + ?*
Où est Pierre?
Où est + definite article + noun + ?
Où est le chat?
Où est le crayon?

Subject pronoun + *est* + preposition + article + noun.

Il est dans la maison.
Il est sur la table.

CATEGORY : EXPRESSING EMOTION

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to express emotion using interjections.

LINGUISTIC CONTENT

- 1.1 *Oh! quel beau chien!*
Oh! quelle belle montre!

Note: Teach as global expressions, substituting appropriate nouns.

SUGGESTED VOCABULARY

GRADE 4

LES NOMS

Paul
Louis
Pierre
Jean
etc...

Pauline
Louise
Pierrette
Jeanne

LES ANIMAUX

un chien
un chat
un lapin
un canard
un loup
un oiseau
un poisson
un cochon
un mouton

une souris
une poule
une vache
etc...

LES JOUETS

un avion
un camion

une balle
une poupée
une corde à sauter
une auto

L'ECOLE

un crayon
un livre
un tableau
un bureau
un stylo
un cahier

une fenêtre
une table
une craie
une chaise
une gomme

LES COULEURS

bleu
jaune
orange
rouge
noir
rose

bleue

noire

LA FAMILLE

le père
le frère
le bébé

la mère
la soeur

SUGGESTED VOCABULARY

GRADE 4

LES CHIFFRES

<i>un</i>	<i>onze</i>	<i>vingt et un (e)</i>
<i>deux</i>	<i>douze</i>	<i>vingt-deux</i>
<i>trois</i>	<i>treize</i>	<i>vingt-trois</i>
<i>quatre</i>	<i>quatorze</i>	<i>vingt-quatre</i>
<i>cinq</i>	<i>quinze</i>	<i>vingt-cinq</i>
<i>six</i>	<i>seize</i>	<i>vingt-six</i>
<i>sept</i>	<i>dix-sept</i>	<i>vingt-sept</i>
<i>huit</i>	<i>dix-huit</i>	<i>vingt-huit</i>
<i>neuf</i>	<i>dix-neuf</i>	<i>vingt-neuf</i>
<i>dix</i>	<i>vingt</i>	<i>trente</i>
		<i>trente et un (e)</i>

ORDRES ET

COMMANDEMENTS

<i>levez-vous</i>	<i>lève-toi</i>
<i>ouvrez</i>	<i>ouvre</i>
<i>écrivez</i>	<i>écris</i>
<i>répondez</i>	<i>réponds</i>
<i>entrez</i>	<i>entre</i>
<i>mettez</i>	<i> mets</i>
<i>comptez</i>	<i>compte</i>
<i>dormez</i>	<i>dors</i>
<i>asseyez-vous</i>	<i>assieds-toi</i>
<i>fermez</i>	<i>ferme</i>
<i>demandez</i>	<i>demande</i>
<i>lisez</i>	<i>lis</i>
<i>donnez</i>	<i>donne</i>
<i>regardez</i>	<i>regarde</i>
<i>venez ici</i>	<i>viens ici</i>

VERBES

<i>avoir</i>	<i>aller</i>	<i>écouter</i>
<i>monter</i>	<i>jouer</i>	
<i>regarder</i>	<i>parler</i>	

L'HEURE

une heure
deux heures
etc ...
midi
minuit

PREPOSITIONS

à, sur, sous, dans, derrière, devant, entre.

INTERJECTIONS

Oh! la, la!





CATEGORY :

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to inquire after and tell about state of health, giving various reasons for not feeling well.

LINGUISTIC CONTENT

1.1 *Ça va bien?*

Non, ça va mal. J'ai mal à la tête.

J'ai mal à la tête/gorge/jambe.

au doigt/ventre/bras.

aux genoux/pieds/dents/yeux/oreilles.

*J'ai faim.
soif.*

1.2 *Est-ce que tu as mal à la tête?*

Non, je n'ai pas mal à la tête.

Non, j'ai mal aux pieds.

Teach the above as global expressions.

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to ask and tell what animals or objects are.

2. to ask and tell what a person, animal or object looks like.

3. to ask and tell the colour of an object or an animal.

LINGUISTIC CONTENT

1.1 Ce sont + indefinite article + noun.

*Qu'est-ce que c'est?
Ce sont des livres.*

Note: *C'est des livres* is generally accepted in spoken French.

2.1 Comment + est + name of person + ?

Name of person or pronoun + est + adjective.

*Comment est Paul?
Paul est grand.
Il est grand.*

Comment + est + definite article + noun + ?

Definite article + noun + est + adjective.

*Comment est la balle?
La balle est petite.
Elle est petite.*

Note: Adjectives agree in gender and number with the subject of the verb *être*.

3.1 De quelle couleur + est + definite article + noun + ?

*De quelle couleur est la maison?
La maison est blanche.*

Subject + être + colour.

Elle est blanche.

Note: Colours agree in gender and number with the subject of the verb *être*.

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 5 (continued)

4. to tell how many persons, animals or objects there are.

4.1 *Combien de garçons (livres) est-ce qu'il y a?*

Il y a + number (1 to 61) + noun.

Il y a trente livres.

Il y a quarante garçons.

5. to ask and tell about occupations.

5.1

<i>Je</i>	<i>elle</i>	
<i>tu</i>	<i>ils</i>	<i>+ être + name of profes-</i>
<i>il</i>	<i>elles</i>	<i>sion.</i>

Vous êtes facteur?

Oui, je suis facteur.

Elle est professeur?

Oui, elle est professeur.

Note: Teach occupations in role playing situations.

CATEGORY :

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to ask what is being done and to respond in the negative.

LINGUISTIC CONTENT

- 1.1 Subject + verb + ?

Tu travailles?

Subject + ne + verb + pas.

Non, je ne travaille pas.

- 1.2 Qu'est-ce que + subject + faire + ?

Qu'est-ce que tu fais?

Je travaille.

Note: Teach the affirmative forms of *faire* with *je/tu/il/elle/ils/elles* and *on*.

- 1.3 Qu'est-ce que + subject + verb + ?

Qu'est-ce que tu regardes?

Subject + verb + object.

Je regarde la rue.

Note: a. Teach verbs in the affirmative and negative (*ne pas*) with *je/tu/il/elle/ils/elles* and *on*.

b. Present tense only.

CATEGORY :

EXPRESSING POSSESSION

PERFORMANCE STATEMENTSGrade 5 The student will be able:

1. to ask and tell to whom an object belongs.

LINGUISTIC CONTENT

- 1.1 C'est + possessive adjective + noun + ?

*C'est ton pantalon?**Oui, c'est + possessive adjective + noun.**Oui, c'est mon pantalon.**Non + ce n'est pas + possessive adjective + noun.**Non, ce n'est pas mon pantalon.*

- 1.2 Ce sont + possessive adjective + noun + ?

*Ce sont tes livres?**Oui + ce sont + possessive adjective + noun.**Oui, ce sont mes livres.**Non + ce ne sont pas + possessive adjective + noun.**Non, ce ne sont pas mes livres.*

Note: Teach only *mon/ma/mes,*
ton/ta/tes,
son/sa/ses.

CATEGORY : EXPRESSING TIME

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to tell time on the quarter hour and on the half hour.
2. to ask and tell what day of the week it is.
3. to ask and tell what month of the year it is.

LINGUISTIC CONTENT

- 1.1 *Quelle heure est-il?*
Il est une heure et quart.
Il est une heure moins le quart.
Il est une heure et demie.
- 2.1 *Quel jour est-ce aujourd'hui?*
C'est aujourd'hui lundi.
- 3.1 *Quel mois est-ce?*
C'est janvier.

CATEGORY : EXPRESSING LOCATION

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to ask whether there is someone or something in a specific place or to tell that there is someone or something in a specific place.
2. to ask and tell where one performs various actions.

LINGUISTIC CONTENT

- 1.1 *Est-ce que + il y a + indefinite article + noun + prepositional phrase + ?*

Est-ce qu'il y a une gomme sur le pupitre?

Oui, il y a + indefinite article + noun + prepositional phrase.

Oui, il y a une gomme sur le pupitre.
- 2.1 *Où est-ce que + subject + verb + ?*
Où est-ce que Jean joue?

Subject + verb + prepositional phrase.

Il joue dans la cour.
à
sur, sous
derrière, devant, entre

CATEGORY :

EXPRESSING EMOTION

PERFORMANCE STATEMENTSGrade 5 The student will be able:

1. to ask and tell about likes and dislikes.

LINGUISTIC CONTENT1.1 *Tu aimes l'hiver?*

Subject + ne + aimer + pas + noun.

Non, je n'aime pas le chocolat.

Subject + aimer + noun.

J'aime le chocolat.

Note: Teach *aimer* in the affirmative and negative with *je/tu/il/elle/ils/elles* and *on*.

CATEGORY :

EXPRESSING MANNER AND MEANS

PERFORMANCE STATEMENTSGrade 5 The student will be able:

1. to tell how an action is performed.
2. to tell by what means (instrument) an action is performed.

LINGUISTIC CONTENT1.1 *Comment est-ce que Paul dessine?*

Subject + verb + adverb.

Il dessine bien.

Il dessine très bien.

2.1 *Avec quoi est-ce que tu dessines?*

Subject + verb + avec + indefinite article + noun.

Je dessine avec des crayons.

CATEGORY :

EXPRESSING DESIRE AND PERMISSION

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to ask and tell about wishes or desires.

LINGUISTIC CONTENT

1.1 *Qu'est-ce que + subject + vouloir + ?*

Qu'est-ce que tu veux?

Je voudrais + indefinite article + noun.

Je voudrais un beigne.

Je voudrais une étoile.

Je voudrais des cadeaux.

or

Je veux + indefinite article + noun + s'il vous plaît.

- Note:
- Teach the affirmative of *vouloir* with *je/tu/il/elle*. Singular only.
 - Restrict complements to those preceded by *un/une/des* where a selection is to be made from several objects being offered.
 - Teach *je voudrais* as a global expression.
 - S'il vous plaît* may be used with all expressions of politeness.

CATEGORY :

EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to respond in the affirmative to questions beginning with the interrogative "pourquoi".

LINGUISTIC CONTENT

- 1.1 *Pourquoi est-ce que tu manges?*

Parce que + subject + verb ...

Parce que j'ai faim.

Note: a. Insist on *Parce que* in the response to develop an association with the interrogative adverb *Pourquoi*.

CATEGORY :

CONNECTING IDEAS

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to express connection between two words using "et".
2. to respond to questions using "ou" indicating choice.

LINGUISTIC CONTENT

- 1.1 *Qu'est-ce que tu fais?*

Subject + verb + definite article + noun + et + definite article + noun.

Je prends la balle et le bâton.

- 2.1 Subject + verb + article + noun + ou + article + noun + ?

Tu voudrais une pomme ou une orange?

Est-ce que tu veux une pomme ou une orange?

Subject + verb + indefinite article + noun.

Je voudrais une pomme.

SUGGESTED VOCABULARY

GRADE 5

LES ADJECTIFS

<i>grand</i>	<i>grande</i>
<i>petit</i>	<i>petite</i>
<i>content</i>	<i>contente</i>
<i>fatigué</i>	<i>fatiguée</i>
<i>beau</i>	<i>belle</i>
<i>gros</i>	<i>grosse</i>
<i>gentil</i>	<i>gentille</i>

LES COULEURS

<i>blanc</i>	<i>blanche</i>
<i>vert</i>	<i>verte</i>
<i>violet</i>	<i>violette</i>
<i>gris</i>	<i>grise</i>
<i>brun</i>	<i>brune</i>
<i>bleu</i>	<i>bleue</i>
<i>noir</i>	<i>noire</i>
<i>jaune</i>	<i>jaune</i>
<i>orange</i>	<i>orange</i>
<i>rouge</i>	<i>rouge</i>
<i>rose</i>	<i>rose</i>

LES CHIFFRES

32 - 61

<i>trente-deux</i>	<i>cinquante et un (e)</i>
<i>trente-trois</i>	<i>cinquante-deux</i>
<i>trente-quatre</i>	<i>cinquante-trois</i>
<i>trente-cinq</i>	<i>cinquante-quatre</i>
<i>trente-six</i>	<i>cinquante-cinq</i>
<i>trente-sept</i>	<i>cinquante-six</i>
<i>trente-huit</i>	<i>cinquante-sept</i>
<i>trente-neuf</i>	<i>cinquante-huit</i>
<i>quarante</i>	<i>cinquante-neuf</i>
<i>quarante et un (e)</i>	<i>soixante</i>
<i>quarante-deux</i>	<i>soixante et un</i>
<i>quarante-trois</i>	
<i>quarante-quatre</i>	
<i>quarante-cinq</i>	
<i>quarante-six</i>	
<i>quarante-sept</i>	
<i>quarante-huit</i>	
<i>quarante-neuf</i>	
<i>cinquante</i>	

SUGGESTED VOCABULARY

GRADE 5

LES PROFESSIONS

un dentiste

un fermier

ET LES METIERS

un professeur

un medecin

un boulanger

un facteur

un directeur

une directrice

NOTE: *C'est un dentiste.*

Il est dentiste.

Professeur may be used to refer to male
or female doctors.

VERBES

chanter

compter

dessiner

écouter

fermer

montrer

regarder

danser

porter

aller

entrer

acheter

manger

faire les courses

donner

écrire

faire

lire

mettre

ouvrir

répéter

enlever

mettre

venir

sortir

payer

boire

vouloir

LES VETEMENTS

un pantalon

un chandail

un chapeau

un manteau

un soulier

un parka

un anorak

une robe

une jupe

une blouse

une chemise

une ceinture

une casquette

une botte

une chaussette

une tuque

SUGGESTED VOCABULARY

GRADE 5

LES JOURS DE
LA SEMAINE

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Note: Names of days and months are NOT capitalized.

LES MOIS

janvier
février
mars
avril
mai
juin
juillet
août (u) or (ut)
septembre
octobre
novembre
décembre

PREPOSITIONS

à droite de
à gauche de
près de
loin de
à côté de
à droite
à gauche

ENDROITS

<i>un jardin</i>	<i>une bibliothèque</i>
<i>un magasin</i>	<i>une église</i>
	<i>une école</i>

INTERJECTIONS

Maintain vocabulary of Grade 4 and add:

Mm! *C'est bon!* *Chut!* *Aïe!* *Eh bien!*

SUGGESTED VOCABULARY

GRADE 5

L'HEURE

Maintain Grade 4 vocabulary and add:

une heure et quart
une heure et demie
etc ...

une heure moins le quart

ADVERBES

bien
vite
doucement
très
fort

mal
lentement

Note: Use adverbs with related verbs.

NOEL

l'enfant Jésus
Marie
Joseph
le père Noël

un arbre de Noël
un bas de Noël
un cadeau

une crèche
une étoile
une cheminée

un beigne

une tourtière
une dinde
une bûche de Noël

Joyeux Noël!
Bonne et Heureuse Année!

CONJONCTIONS

et, ou

LES FRUITS ET

LES LEGUMES

un pamplemousse
un ananas
un bleuet
un abricot

une pomme
une orange
une banane
une poire
une pêche
une framboise
une cerise
une fraise

un chou

une carotte
une tomate

une pomme de terre (patate)

GENERAL INSTRUCTIONS

1. The purpose of this document is to provide a clear and concise overview of the project's objectives and scope. It is intended for all stakeholders involved in the project, including the project manager, team members, and sponsors.

2. The project manager is responsible for ensuring that the project is completed on time, within budget, and to the satisfaction of the stakeholders. The project manager should also ensure that the project is properly documented and that all team members are kept informed of the project's progress.

3. The project team should work together to identify and resolve any issues that may arise during the project. The project manager should provide support and guidance to the team as needed.

4. The project should be completed by the end of the fiscal year. The project manager should provide a final report to the stakeholders at the end of the project, detailing the project's progress, achievements, and any lessons learned.

5. The project manager should ensure that the project is properly documented and that all team members are kept informed of the project's progress. The project manager should also ensure that the project is properly closed out and that all team members are released from the project.





CATEGORY :

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to inquire after and tell about state of health in a formal situation.

2. to take leave referring to the day of the next meeting.

LINGUISTIC CONTENT

- 1.1 *Comment allez-vous?*
Je vais bien, merci.

- 1.2 *Mme Jones, comment va-t-elle?*
Elle va bien.

- 2.1 *A lundi, Monsieur / Pierre.*
Au revoir, Monsieur, à lundi.

CATEGORY: IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell in which city or town someone lives.

2. to ask and tell about telephone numbers.

3. to tell on what page something is located.

LINGUISTIC CONTENT

- 1.1 Où est-ce que + subject + verb + ?
J'habite + name of city or town.

Où est-ce que tu habites?
J'habite Edmonton.
 (also)
J'habite à Edmonton.

- 2.1 *Quel est ton numéro de téléphone?*
C'est 2-4-9 - 0-7-7-8.
Mon numéro de téléphone est . . .

 Note: Teach as a global expression.

- 3.1 *C'est à quelle page?*
C'est à la page 61 101.

 Note: Teach as a global expression.

CATEGORY :

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell about what he and others are doing.

2. to express commands in the affirmative and in the negative.

3. to suggest that he and others do something together.

4. to ask and tell what has been done.

LINGUISTIC CONTENT

1.1 *Est-ce que + subject + verb +?*

Est-ce que vous jouez?

*Nous
Vous + verb*

Nous jouons.

Note: Teach the *nous* and *vous* persons of the verb and extend use to all verbs.

2.1 *Ne + imperative of verb + pas*

N'écoute pas

N'écoutons pas

N'écoutez pas

Note: 1. Teach all persons of the imperative of regular verbs.

2. Drop the *s* from the *tu* form of the regular *er* verbs.

3.1 *Jouons au hockey!*

Note: Teach the first person plural of the imperative.

4.1 Subject + verb *avoir* + past participle . . .

Qu'est-ce que tu as mangé?

J'ai mangé . . .

Note: a) *Le passe composé* or past indefinite tense is elective in Grade 6.

b) Teach the *passé composé* with "er" verbs conjugated with *avoir* with *je/tu/il/elle/ils/elles*.

CATEGORY :

EXPRESSING ACTIONS cont'd

PERFORMANCE STATEMENTS

5. to ask and tell what is going to be done in the immediate future.

LINGUISTIC CONTENT

- 5.1 *Qu'est-ce que Pierre et Louise vont faire?*

Subject noun or pronoun + *aller*
+ infinitive.

Ils vont danser.

Note: a) Teach *aller* in the affirmative with all persons.

CATEGORY :

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to tell to whom an object belongs.

LINGUISTIC CONTENT

- 1.1 *A qui est le livre?*

Subject pronoun + *être* + *à*
+ disjunctive pronoun.

Il est à moi.

- Note: a) Teach only *à moi*, *à toi*,
and *à* + name of person.
b) *C'est à moi* is acceptable
in spoken French.

CATEGORY :

EXPRESSING TIME

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell the time in minutes to the hour.
2. to ask and tell the date.
3. to tell the date of a birthday.
4. to identify what season it is.
5. to ask and tell at what time an action takes place.
6. to ask and tell in which season(s) someone performs certain activities.
7. to tell in general terms when an action takes place. (present and future)

LINGUISTIC CONTENT

- 1.1 *Quelle heure est-il?*
Il est une heure dix.
- 1.2 *Quelle heure est-il?*
Il est une heure moins cinq.
- 2.1 *Quelle est la date aujourd'hui?*
C'est aujourd'hui lundi, le 14 janvier.
- 3.1 *Quel est le jour de ton anniversaire?*
C'est le 7 décembre.
- 4.1 *C'est quelle saison?*
C'est le printemps.

Note: Teach above questions as global expressions.

- 5.1

<i>A quelle heure est-ce que + subject + verb + ?</i>

A quelle heure est-ce que tu vas à l'école?

Je vais à l'école à huit heures et demie.

- 6.1

<i>Quand est-ce que + subject + verb + ?</i>
--

Quand est-ce que tu patines?

Je patine en hiver.

- 7.1 *Quand est-ce que tu vas à l'église?*
Le dimanche.

Quand est-ce que tu vas au cinéma?
Aujourd'hui.

Quand est-ce que tu vas faire du ski?
Demain.

Quand est-ce qu'il a neigé?
Hier.

Note: 1. The past indefinite tense is elective in Grade 6.
2. Pronunciation pattern:

Quand ^test-ce que ...?

CATEGORY :

EXPRESSING TIME

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 6 The student will be able:

- 8. to answer "yes-no" to questions about when actions and situations have taken place.

8.1 *Tu as mangé une pomme hier?*
Oui.

CATEGORY :

EXPRESSING LOCATION

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 6 The student will be able:

- 1. to ask and tell where people and objects are located
- 2. to ask and state where various actions are performed
- 3. to ask and tell where someone is going, using *où*, *à la*, *à l'* and *aux*.
- 4. to ask and tell where someone is coming from, using *du*, *de la*, *de l'* and *des*.

1.1 *Le*
La + *voilà*
Les *voici*
Le voilà
La voilà
Les voici

2.1 *Où est-ce que* + subject + verb + ?
Qu'est-ce que tu manges?

Subject + verb + prepositional phrase
Je mange dans la salle à manger.

3.1 *Où est-ce que* + subject + *aller* + ?
Où est-ce qu'il va?

Subject + *aller* + prepositional phrase
Il va à l'école.

Note: Teach nouns preceded by contracted articles *au*, *à la*, *à l'* and *aux*.

4.1 Subject + verb + *du*
de la + *nous*
des
de l'

D'où viens-tu?
Je viens des montagnes.

Note: Teach *D'où viens-tu?* as a global expression.

CATEGORY :

EXPRESSING EMOTION

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell about emotions using *etre* + appropriate adjectives.

LINGUISTIC CONTENT

1.1 *Pierre est content?*

Oh! oui, il est content!

Marie est contente

Oui, elle est contente.

Note: Adjectives agree in gender and number with the subject of the verb *etre*.

CATEGORY :

EXPRESSING MANNER AND MEANS

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell the means of going somewhere.

LINGUISTIC CONTENT

1.1 *Comment est-ce que* + subject + *aller* + prepositional phrase + ?

Comment est-ce que tu vas à l'école?

Subject + *aller* + prepositional phrase + preposition + noun.

Je vais à l'école (à pied, à bicyclette, en autobus, en auto).

CATEGORY :

EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 6 The student will be able:

1. to tell why an action is or is not performed.

1.1 *Pourquoi est-ce que Pierre mange?*
Parce qu'il a faim.

Pourquoi est-ce que Pierre ne mange pas?

Parce qu'il n'a pas faim.

Note: Review the affirmative and negative of verbs in response to questions beginning with *pourquoi*.

CATEGORY :

CONNECTING IDEAS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 6 The student will be able:

1. to express connection between two simple sentences using "et".
2. to invite someone to make a choice using "ou".

1.1 *Le chien court. L'oiseau vole.*
Le chien court et l'oiseau vole.

2.1

<i>Est-ce que tu veux + indefinite article + noun + ou + indefinite article + noun + ?</i>
--

Est-ce que tu veux une banane ou une pomme?

SUGGESTED VOCABULARY

GRADE 6

LA MAISON

Les parties d'une maison

*un mur
un toit
un plafond
un plancher*

*une porte
une fenêtre
une cheminée
un sous-sol*

Les pièces

un salon

*une cuisine
une salle à manger
une chambre à coucher
une salle de bain
les toilettes (separate
room in Europe)
une salle de jeux
une salle de récréation
une salle de séjour*

Les objets de la maison

*un fauteuil
un réfrigérateur
un lit
un téléphone*

*une chaise
une table
une lampe
etc.*

Vocabulaire correspondant

un garage

*une rue
une avenue*

LES SPORTS

*le tennis
le baseball
le ski
le football
le hockey*

*Jouer au tennis
football*

*Faire du patinage
ski*

Faire de la natation

SUGGESTED VOCABULARY

GRADE 6

VERBES

Aller + infinitif (maintain verbs in Grade 4 and 5 and add:)

aller + nager
patiner
sauter
jouer
gagner
lancer
attraper

inviter
frapper
remercier
téléphoner
entendre
écouter

donner
préparer
apporter
mettre
prendre

jouer
faire du camping
nager
pêcher

manger
boire

aimer
vouloir

sortir
se lever
s'asseoir
venir
attendre
marcher
arriver
partir
embarquer
courir

SUGGESTED VOCABULARY

GRADE 6

LA FAMILLE

le grand-père

la grand-mère

l'oncle

la tante

le cousin

la cousine

L'HEURE

Maintain vocabulary of Grades 4 and 5 and add:

une heure cinq

une heure dix

etc ...

LES SAISONS

le printemps

au printemps

l'été

en été

l'automne

en automne

l'hiver

en hiver

Je joue aux billes au printemps.

Je nage en été.

Je joue au football en automne.

Je patine en hiver.

L'ANNIVERSAIRE

un anniversaire

une invitation

une fête (canadianisme)

une poupée

un ami

une radio

un jouet

une boîte

un bonbon

une surprise

un cadeau

un papier

un ruban

un disque

un tourne-disque

l'âge (un)

Note: In Canada, *une fête* may be used as an alternative to *anniversaire*.

ADVERBES

aujourd'hui

demain

hier

LES VACANCES

un lac

une rivière

un pique-nique

une montagne

de l'eau

une plage

une forêt

une tente

SUGGESTED VOCABULARY

GRADE 6

ADJECTIFS

content
gentil
fâché
malade
fatigué
triste
furieux

LA NOURRITURE

ET LES REPAS

Le petit déjeuner:

du café
du lait
du chocolat
du pain
du beurre
du jus d'orange
du bacon

de la confiture
de la céréale
des toasts (des rôtis)

un biscuit
un oeuf

une pomme de terre
une carotte
une tomate

du poisson
du thé

de la viande

des fruits
de l'eau

le déjeuner
le dîner
le souper

EXPRESSIONS

merci
merci, Monsieur
merci, Madame
s'il vous plaît
de rien
il n'y a pas de quoi

LES MOYENS DE TRANSPORT

un train
un avion
un bateau
un traîneau
un autobus

une motocyclette
(une moto)
une bicyclette
une mibilette
une moto-neige

SUGGESTED VOCABULARY

GRADE 6

LES CHIFFRES

<i>soixante-deux</i>	<i>quatre-vingts</i>
<i>soixante-trois</i>	<i>quatre-vingt-un</i>
<i>soixante-quatre</i>	<i>quatre-vingt-deux</i>
<i>soixante-cinq</i>	<i>quatre-vingt-trois</i>
<i>soixante-six</i>	<i>quatre-vingt-quatre</i>
<i>soixante-sept</i>	<i>quatre-vingt-cinq</i>
<i>soixante-huit</i>	<i>quatre-vingt-six</i>
<i>soixante-neuf</i>	<i>quatre-vingt-sept</i>
<i>soixante-dix</i>	<i>quatre-vingt-huit</i>
<i>soixante et onze</i>	<i>quatre-vingt-neuf</i>
<i>soixante-douze</i>	<i>quatre-vingt-dix</i>
<i>soixante-treize</i>	<i>quatre-vingt-onze</i>
<i>soixante-quatorze</i>	<i>quatre-vingt-douze</i>
<i>soixante-quinze</i>	<i>quatre-vingt-treize</i>
<i>soixante-seize</i>	<i>quatre-vingt-quatorze</i>
<i>soixante-dix-sept</i>	<i>quatre-vingt-quinze</i>
<i>soixante-dix-huit</i>	<i>quatre-vingt-seize</i>
<i>soixante-dix-neuf</i>	<i>quatre-vingt-dix-sept</i>
	<i>quatre-vingt-dix-huit</i>
	<i>quatre-vingt-dix-neuf</i>
	<i>cent</i>
	<i>cent un</i>





MAJOR CULTURAL THEMES

These cultural themes are to be developed as part of core content in Grades 4, 5 and 6, but specific topics within each theme are elective:

1. CONVENTIONS
2. ROLE OF THE FAMILY IN SOCIETY
3. ROLE OF EDUCATION IN SOCIETY
4. ROLE OF GOVERNMENT IN SOCIETY
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

COURSE OUTLINE

GRADE	ALBERTA	CANADA OUTSIDE QUEBEC	QUEBEC	WORLD
4	Family centres, Christmas, Easter, Songs			
5		Fêtes, Geography, History, Daily Living, Speech, Crafts		
6			Fêtes, Geog- raphy, History, Daily Living, Sports, Crafts	
7	Cuisine, Fêtes, Songs/Music, Family, Geography, History, Famous People, Arts, Daily Living, Sports, Leisure, Crafts			
8		Daily Living, Family, Friends and Acquaint- ances, Attitudes, Famous People		
9			Geography, History, Contemporary Québec Influence	
10				France Geography, Economy, People, Daily Life, Arts, Science and Technology
11				World Location, History, Lifestyle, Influence, Attitudes
12	See the topics suggested in the Handbook			



PRESCRIBED LEARNING RESOURCES

ELEMENTARY

1. Nuffield Schools Council, *En avant*, (J.M. Dent and Sons (Canada) Ltd., Toronto: 1974) Stages 1 and 2
2. Duplantie, R., *J'écoute, Je parle*, (Gage Publishing Ltd., Agincourt: 1971) Levels 1 and 2
3. Kerr, D. et al, *Ici on parle français*, (Prentice-Hall Canada Ltd., Scarborough: 1970) Levels 1 and 2
4. Bick, C. et al, *Répondez s'il vous plaît*, (Copp-Clark Ltd., Toronto: 1975) Levels 1, 2 and 3.







CATEGORY:

TO EXPRESS SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>J'écoute Je parle</i>	<i>R.S.V.P.</i>
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Grade 4 The student will be able:

- | | | | | |
|--|------------------------------|--|--|-----------------------------|
| 1. To express greetings appropriate to the time of day and the person greeted. | I.U. page 17
I.U. page 30 | Level I, Unit 1,
Day 1 | Livre I, Ch. 1. | <i>Allons-y!</i>
Unit 1 |
| 2. To inquire after and tell about state of health. | I.U. page 17 | Level I, Unit 1,
Day 10 | Livre 1,
Ch. 1, 11. | <i>Allons-y!</i>
Unit 15 |
| 3. To take leave using an appropriate expression. | I.U. page 17 | Level I, Unit 1,
Day 2, Day 5,
"Au revoir" only | Livre 1, Ch. 1. | <i>Allons-y!</i>
Unit 1 |
| 4. To excuse themselves in various situations. | U.16A
page 156 | Level I, Unit 1,
Day 14 | | |
| 5. To introduce someone to a third party. | U.I. page 25 | Level I, Unit 8,
Situation
Dialogue Scène 3,
page 8 | Livre I, Ch. 7.
Livre II,
Ch. 3. | <i>Allons-y!</i>
Unit 1 |

CATEGORY:

TO EXPRESS SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>J'écoute Je parle</i>	<i>R.S.V.P.</i>
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Grade 5 The student will be able:

1. To inquire after and tell about state of health, giving various reasons for not feeling well.

2. To inquire about, and to comment on the weather.

Level I, Unit 5,
Conversational
Exchange 1

Livre I,
Ch. 11.
Livre II,
Ch. 9.

Ça roule!
Unit 2
Ça roule!
Unit 9

U.24A
page 38

Level I, Unit 4,
Conversational
Exchange 1

Livre II,
Ch. 7, 8.

Allons-y!
Unit 10

Grade 6 The student will be able:

1. To introduce someone to a third party.

2. To inquire after and tell about state of health.

Allons-y!
Unit 1

Allons-y!
Unit 15
A grands pas!
Unit 14

CATEGORY:
TO EXPRESS SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>J'écoute Je parle</i>	<i>R.S.V.P.</i>
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Grade 6 The student will be able: (continued)

3. To take leave referring to the day of the next meeting.

Level I, Unit 5,
Conversational
Exchange 4, page 3
"à ce soir"
Level II, Unit 3,
Conversational
Exchange 1, page 4

CATEGORY:

TO IDENTIFY AND/OR DESCRIBE
PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

*J'écoute
Je parle*

R.S.V.P.

Grade 4 The student will be able:

1. To ask and tell about names.

I.U. page 18

Livre I, Unit 7,
Conversational
Exchange 3, page 2

Allons-y!
Unit 2

2. To ask and tell about age.

I.U. page 2

Level II, Unit 4,
Histoire en
Images 1, page 4

Ça roule!
Unit 9

3. To ask and tell about who someone is.

I.U. page 16

Level I, Unit 1,
Day 1 - Affirmative

Livre I, Ch. 1.

Allons-y!
Unit 1

4. To identify an animal or object using *voilà* and/or gesture.

U.2 page 33

Level I, Unit 2,
Conversational
Exchange 1, Le
voilà, la voilà,
les voilà

Livre I, Ch. 3

Allons-y!
Unit 5

5. To ask and tell what an object is.

U.2 page 33
U.5 page 57

Level I, Unit 3,
Conversational
Exchange 3, page 3

Livre I, Ch. 3.

Allons-y!
Unit 2

CATEGORY :

TO IDENTIFY AND/OR DESCRIBE
PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>J'écoute Je parle</i>	<i>R.S.V.P.</i>
Grade 4 <u>The student will be able:</u> (continued)				
6. To count the number of persons, animals or objects.	Unit 26 page 58	Level I, Unit 1, Day 2, 3, Unit 3	Livre I, Ch. 10, 11.	<i>Allons-y!</i> Unit 11
7. To tell the colour of objects and animals.	U.13 page 119 U.12 page 110 U. 12 page 111	Level I, Unit 4, Conversational Exchange 2, page 2	Livre II, Ch. 10.	<i>Allons-y!</i> Unit 3 <i>Allons-y!</i> Unit 15
8. To ask and tell about weather.		Level I, Unit 4, Conversational Exchange 2		
Grade 5 <u>The student will be able:</u>				
1. To ask and tell what animals or objects are.	U. 2 page 35 U. 6 page 64, 66	Level I, Unit 3, Conversational Exchange 2, 3	Livre I, Ch. 3.	<i>Allons-y!</i> Unit 2 <i>Ça roule!</i> Unit 2

CATEGORY:

TO IDENTIFY AND/OR DESCRIBE
PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>J'écoute Je parle</i>	<i>R.S.V.P.</i>
Grade 5 <u>The student will be able:</u> (continued)				
2. To ask and tell a person, animal or object looks like.	U.14B	Level I, Unit 7, Picture Study 1	Livre I, Ch. 3.	<i>Allons-y!</i> Unit 11 <i>Ça roule!</i> Unit 6
3. To ask and tell the colour of an object or an animal.	U.13 page 124	Level I, Unit 6, Conversational Exchange 3, Picture Study 1, Unit 8, Picture Study 1		<i>Allons-y!</i> Unit 15
4. To tell how many persons, animals or objects there are.	U.26 page 56	Level II, Unit 1, page 10	Livre I, Ch. 10, 11, numbers 1-12.	<i>Allons-y!</i> Unit 5
5. To ask and tell about occupations.			Livre I, Ch. 3.	<i>Allons-y!</i> Unit 9

CATEGORY:

TO IDENTIFY AND/OR DESCRIBE
PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

*J'écoute
Je parle*

R. S. V. P.

Grade 6 The student will be
able:

1. To ask and tell in which
city or town someone lives.

Level II, Unit 4,
Histoire en
Images 1, page 4

Allons-y!
Unit 9
*A grands
pas!*
Unit 1

2. To ask and tell about
addresses.

Level II, Unit 4,
Histoire en
Images 3, page 8

Livre II,
Ch. 10.

3. To ask and tell about
telephone numbers.

Level I, Unit 7,
Conversational
Exchange 3, page 3
"Donne-moi ton
numéro..."

4. To ask and tell on what page
something is located.
To respond to a direction
including a page number.

Level II, Unit 1,
Conversational
Exchange 6, page 8

CATEGORY:
TO EXPRESS ACTIONS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>J'écoute Je parle</i>	<i>R.S.V.P.</i>
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Grade 4 The student will be able:

1. To give and to respond to orders with appropriate actions.
2. To respond both physically and verbally.

Level I, Unit 2, Conversational Exchange 4
"Donne-moi"

Level I, Unit 3
Conversational Exchange 1, 2, 3, 4
"venir" et "donner"

Livre I, Ch. 1.

Allons-y!
Unit 2, Unit 7
Ça roule!
Unit 1, Unit 9

Grade 5 The student will be able:

1. To ask and tell what is being done in the classroom.

U.19, p. 188
U.18, p. 184

Level I, Unit 3,
Conversational Exchange 1

Livre I,
Ch. 4, 6.

Allons-y!
Unit 13

Grade 6 The student will be able:

1. To suggest that he and others do something together.

A grands pas!
Unit 6

CATEGORY:

TO EXPRESS ACTIONS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

*J'écoute
Je parle*

R.S.V.P.

Grade 6 The student will be able: (continued)

2. To ask and tell about what he and others are doing.

Ça roule!
Unit 7
Unit 9

3. To ask and tell what has been done.

Level II, Unit 4,
Conversational
Exchange 2, page 9

*A grands
pas!*
Unit 11

4. To ask and tell what is going to be done.

Level II, Unit 3,
Histoire en
Images 1, page 7

*A grands
pas!*
Unit 5

CATEGORY :
TO EXPRESS POSSESSION

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

*J'écoute
Je parle*

R.S.V.P.

Grade 4 The student will be able:

- To ask and tell to whom an object belongs or to whom a person is related.

Level I, Unit 2,
Conversational
Exchange 2

Livre I, Ch. 3.

Allons-y!
Unit 6

Grade 5 The student will be able:

- To ask and tell about possession.

Level I, Unit 4,
Conversational
Exchange 1, 3
Situation
Dialogue, page 6

Livre I,
Ch. 11.

Allons-y!
Unit 11

- To ask and tell to whom an object belongs.

Livre I, Ch. 5
Livre II, Ch. 3.

Allons-y!
Unit 6

Grade 6 The student will be able:

- To tell to whom an object belongs.

Livre II,
Ch. 5.

Allons-y!
Unit 6

CATEGORY:

TO EXPRESS TIME

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

*J'écoute
Je parle*

R.S.V.P.

Grade 4 The student will be able:

1. To ask and tell time on the hour.

U.9
page 90

Level II, Unit 1,
Day 6

Livre II,
Ch. 7, 10.

Allons-y!
Unit 13

Grade 5 The student will be able:

1. To ask and tell time on the quarter hour and on the half hour.

U.33
page 106

Level II, Unit 1,
page 11

Livre II,
Ch. 10.

Allons-y!
Unit 14 & 15
Ça roule!
Unit 1

2. To ask and tell what day of the week it is.

U.23A

Level II, Unit 3,
page 10

Livre II,
Ch. 10.

A grands pas!
Unit 9
Allons-y!
Unité mobile I

Grade 6 The student will be able:

1. To ask and tell the time in minutes to the hour.

Level II, Unit 1,
Day 7, page 11

A grands pas!
Unit 6

CATEGORY
TO EXPRESS TIME

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>J'écoute Je parle</i>	R.S.V.P.
Grade 6 The student will be <u>able</u> : (continued)				
2. To ask and tell what month of the year it is.		Level I, Unit 3		<i>Allons-y!</i> <i>Unité</i> <i>mobile 1.</i>
3. To ask and tell the date.	U.23B	Level I, Unit 3		<i>Allons-y!</i> <i>Unité</i> <i>mobile 1.</i>
4. To tell the date of a birthday.		Level II, Unit 1 Day 21, page 20		<i>Allons-y!</i> <i>Unité</i> <i>mobile 1.</i>
5. To identify what season it is.			Livre II, Ch. 8.	<i>Allons-y!</i> <i>Unité</i> <i>mobile 1.</i>
6. To tell at what time an action takes place.		Level II, Unit 1 Day 19, page 9		
7. To tell in which season(s) someone performs certain actions.			Livre II, Ch. 8	<i>Allons-y!</i> <i>Unit 13 and</i> <i>Unité</i> <i>mobile 1.</i>

CATEGORY:

TO EXPRESS TIME

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

*J'écoute
Je parle*

R.S.V.P.

Grade 6 The student will be able: (continued)

8. To tell in general terms when an action takes place. (present, past and future)
9. To answer "yes-no" to questions about when actions and situations have taken place.

Level II, Unit 5
Conversational
Exchange 1, page 4

Livre II,
Ch. 10.

A grands pas!
Unit 11

Level II, Unit 5

Livre I,
Ch. 8

A grands pas!
Unit 11

CATEGORY:

TO EXPRESS LOCATION

PERFORMANCE STATEMENTS

R.S.V.P.

*J'écoute
Je parle*

*Ici on parle
français*

En avant

Grade 4 The student will be able:

1. To ask and tell where someone or something is.

U.16A
page 158-
159

Level I, Unit 2,
Conversational
Exchange 1, 2

Livre I,
Ch. 5.

Allons-y!
Unit 7
Unit 10

Grade 5 The student will be able:

1. To ask whether there is someone or something in a specific place or to tell that there is someone or something in a specific place.

Level I, Unit 3,
Conversational
Exchange 6,
"sous", Picture
Study 2 "dans"

Livre II,
Ch. 6

Allons-y!
Unit 5

2. To ask and tell where one performs various actions in and about the school and the home.

Level I, Unit 7,
Conversational
Exchange 2

Livre II,
Ch. 7.

Allons-y!
Unit 15

Grade 6 The student will be able:

1. To ask and state where various actions outside the school are performed.
2. To ask and tell where someone is going.

Level II, Unit 2,
Day 18, page 9

Livre II,
Ch. 7.

Allons-y!
Unit 15

Level II, Unit 3,
Day 13, page 7

Livre II,
Ch. 10.

Allons-y!
Unit 15

CATEGORY:

TO EXPRESS EMOTION

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

*J'écoute
Je parle*

R.S.V.P.

Grade 4 The student will be able:

1. To express emotion using interjections.

Livre I,
Ch. 3, 8.

Grade 5 The student will be able:

1. To ask and tell about likes and dislikes.

Level I, Unit 6,
Conversational
Exchange 2,
page 3 "adore"

Ça roule!
Unit 3

Grade 6 The student will be able:

1. To ask and tell about emotions using *être* + appropriate adjectives.
2. To ask and tell others about likes or dislikes.

Level II, Unit 1,
Histoire en
Images 4, page 15

Allons-y!
Unit 9

Ça roule!
Unit 3

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

PHYSICS 401

PROFESSOR JOHN H. COLEMAN

LECTURE 4: THE SPIN-ORBIT EFFECT

DATE: _____

PHYSICS 401 (001) (002)
LECTURE 4





MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 7, 8 and 9

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

LISTENING COMPREHENSION

At the end of Grade 9, the student, by listening, will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish among French intonation and stress patterns;
3. Demonstrate understanding of familiar questions, statements and instructions which incorporate the required linguistic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations;
6. Recognize specific information and ideas;
7. Discuss a passage by answering questions and by citing evidence to support conclusions;
8. Understand the general meaning of material containing some unfamiliar cognates or vocabulary items.

SPEAKING

At the end of Grade 9, the student will be able to:

1. Produce accurately French sounds, intonation, rhythm, stress, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;

SPEAKING (continued)

3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary;
7. Interview someone;
8. Present a summary of a specified topic.

READING

At the end of Grade 9, the student will be able to:

1. Read silently with comprehension familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation;
3. Read silently with comprehension recombinations and rearrangements of familiar material;
4. Read for general meaning, material containing some unfamiliar cognates or vocabulary items;
5. Read for specific information and ideas;
6. Discuss a passage read by answering questions or by citing evidence to support conclusions;
7. Skim for comprehension of major ideas contained in a short text;
8. Use a unilingual French pictorial dictionary effectively.

WRITING

At the end of Grade 9, the student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;

2. Write dictations based on familiar material learned orally;
3. Write answers to questions which utilize only familiar vocabulary;
4. Write guided compositions based on responses to questions from visual and oral cues.

CULTURAL UNDERSTANDING

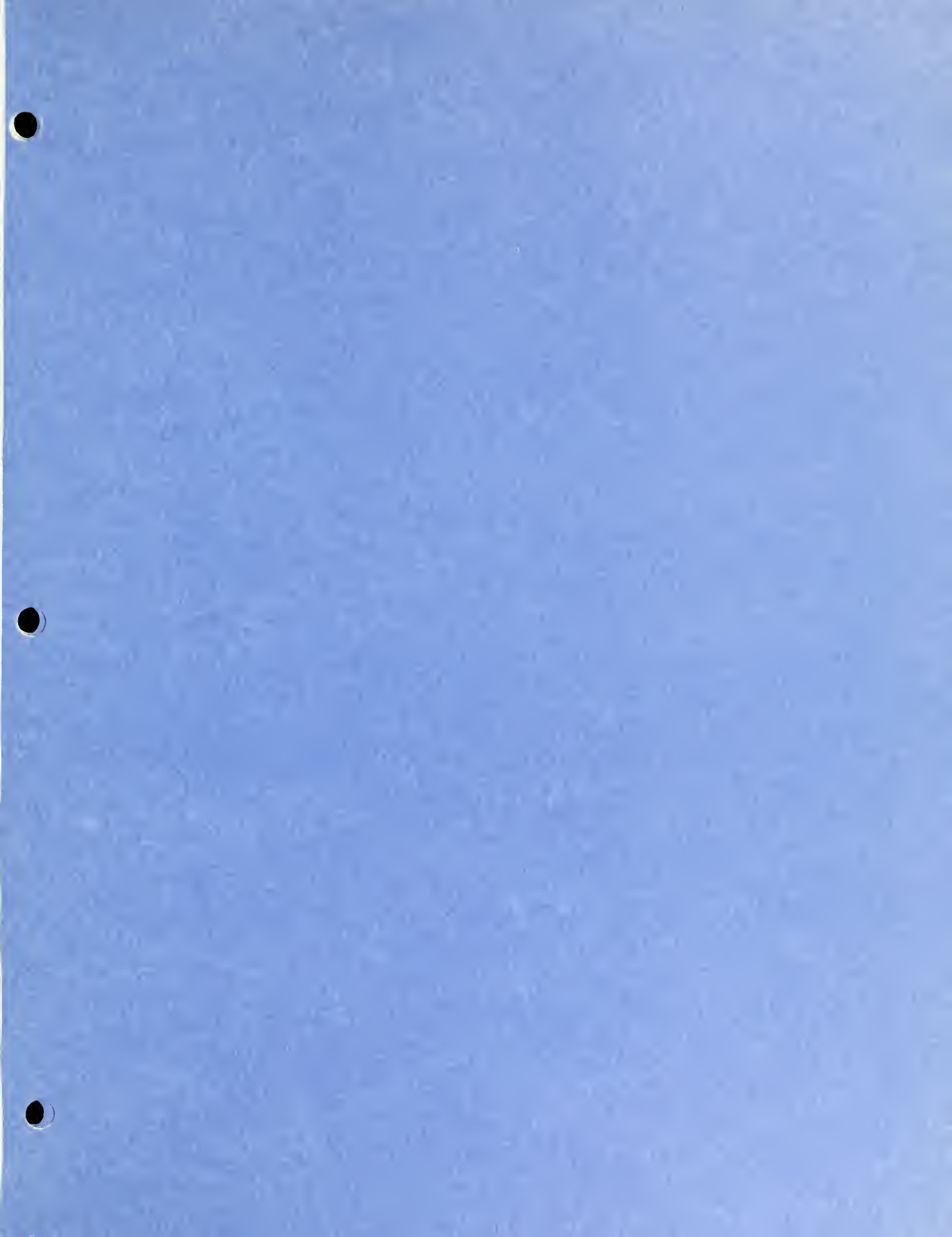
At the end of Grade 9, the student will be able to:

1. Demonstrate knowledge of francophone culture in Alberta, Québec and other parts of Canada;
2. Describe differences and similarities between these cultural areas and his own;
3. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings and emotions;
4. Recognize cultural connotations of familiar vocabulary and expressions;
5. Use common conventionalities.

1. To the extent possible, the Commission shall...
2. The Commission shall...
3. The Commission shall...

Section 10

1. The Commission shall...
2. The Commission shall...
3. The Commission shall...
4. The Commission shall...
5. The Commission shall...



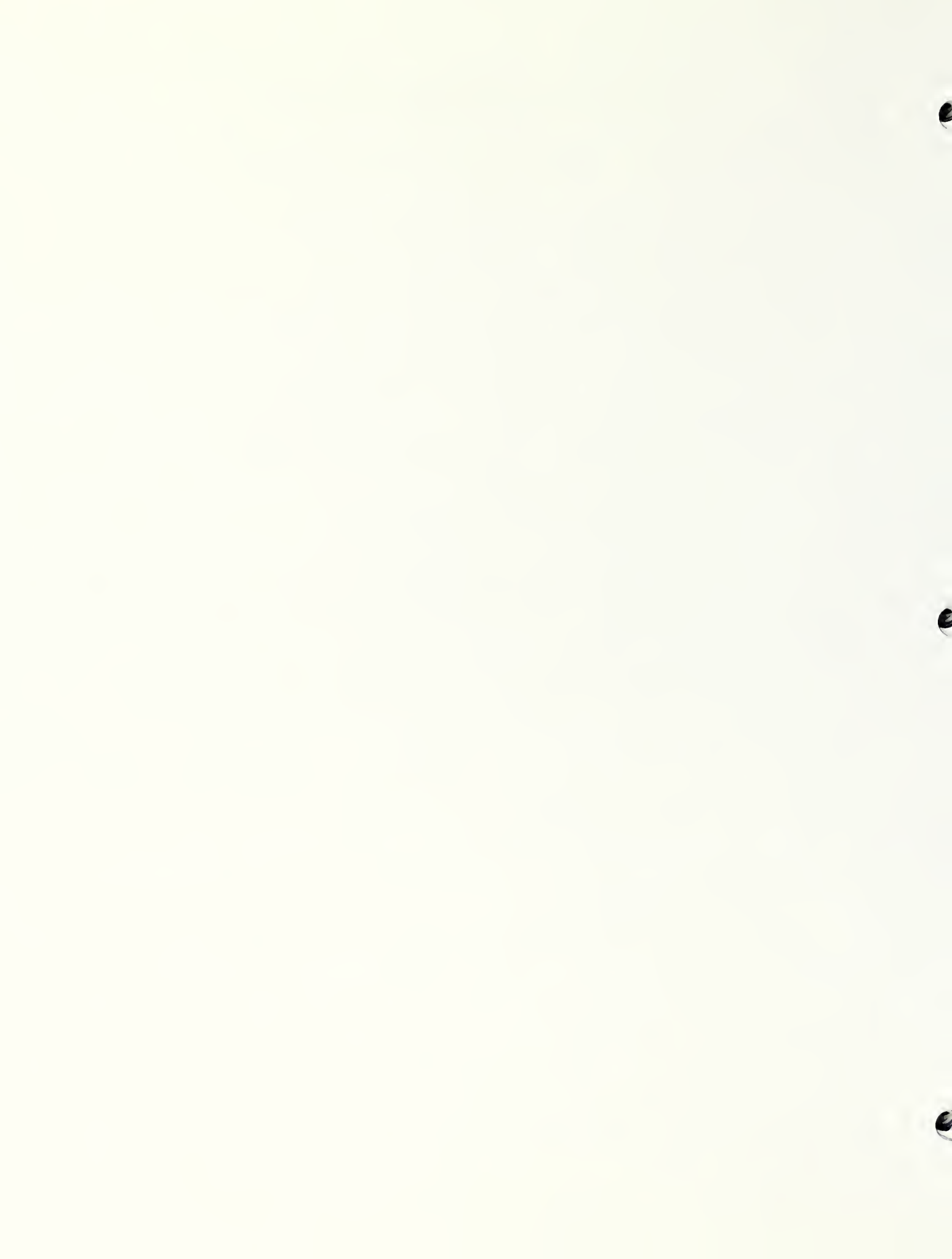


**SUGGESTED ALLOTMENT OF TIME
FOR SKILL DEVELOPMENT**

	Listening Comprehension (%)	Speaking (%)	Reading (%)	Writing (%)
Grade 7	25	40	20	15
Grade 8	25	40	20	15
Grade 9	25	40	20	15

PREMISES

1. This is a suggested allotment of class time only.
2. Although SL learning activities involve a multiplicity of skills, these time allotments indicate the proportion of class time to be spent on activities designed to emphasize the development of a particular skill.
3. Although the proportion of time for each of the skill areas remains constant, the actual time does increase in high school because of the increase from 100 hours to 125 hours of French instruction.
4. Since reading and writing activities are more appropriate for additional work outside of class time, it is assumed that at the high school level the amount of time spent on these activities will be greater than indicated on the suggested time allotments.







CATEGORY:

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS**LINGUISTIC CONTENT**

Grade 7: The student will be able to express:

1. farewells.
2. introductions and responses.
3. thanks
4. apologies.
5. gaining attention.
6. concern and sympathy.
7. approval and disapproval/ agreement and disagreement.
8. good wishes, greetings.

- 1.1 *Bonjour* (canadianisme)
- 2.1 *Madame, je vous présente*
Enchanté ...
Paul, je te présente ...
M.
Mme, c'est Marc.
Mlle.
Tu connais Pierre?
- 3.1 *Merci bien*
Merci beaucoup.
- 4.1 *Excuse-moi.* (canadianisme)
Je m'excuse.
Pardonnez-moi.
- 5.1 *Pardon, M.*
Mme.
Mlle.
Ecoute donc!
Ah! Oh!
Tiens!
Attention!
- 6.1 *Aïe, aïe, aïe!*
Quel dommage!
Quel malheur!
Quelle chance!
- 7.1 *D'accord!*
Ah non!
Bon!
Oui!
Bravo!
Mais oui!
- 8.1 *Bonne journée!*
Bonne soirée!
Bonne nuit!
Bon anniversaire!
Bonne fête!
Bonne chance!

CATEGORY: IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 7: The student will be able:

1. to ask and tell who someone is.

1.1 *C'est + emphatic pron.*

Ce sont eux/elles.

C'est toi?

C'est lui?

Qui est-ce?

C'est moi. nous.

toi. vous.

lui/elle.

2. to ask and tell about place of birth.

2.1 *Int. adv. + est-ce que + subj. pron. + v.?*

Subj. pron. + v. + à + city.

+ au + province/country

+ en + province/country

Où est-ce que tu es né (née)?

vous êtes né (née)?

Je suis né (née) à Edmonton.

au Canada.

en Alberta.

3. to ask and tell about date of birth.

3.1 *Int. adv. + est-ce que + subj. + v.?*

Subj. pron. + v. + le + date.

Quand est-ce que tu es né (née)?

vous êtes né (née)?

Je suis né (née) le 5 janvier 1969.

3.2 *Int. adv. + v. + poss. adj. + n.?*

Poss. adj. + n. + v. + le + date.

Quand est ton anniversaire?

Mon anniversaire est le 5 janvier.

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS

Grade 7: The student will be able:

1. to describe people and objects.

LINGUISTIC CONTENT

1.1 *C'est + indef. art. + n. + adj.*

*C'est un chapeau vert.
C'est une robe verte.*

1.2 *Ce sont + indef. art. + n. + adj.*

*Ce sont des chapeaux verts.
Ce sont des robes vertes.*

1.3 *C'est + indef. art. + adj. + n.*

*C'est un bon garçon.
C'est une bonne fille.*

1.4 *Ce sont + de + adj. + n.*

*Ce sont de bons garçons.
Ce sont de bonnes filles.*

Note: *Des* becomes *de* when the adjective precedes the noun, although there are some exceptions:

*des petits pois
des petits pains
des jeunes filles*

Common adjectives preceding the noun:

*vieux/vieil/vieille
beau/bel/belle
bon/bonne
mauvais/mauvaise
nouveau/nouvel/nouvelle*

CATEGORY: EXPRESSING LOCATION**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 7: The student will be able:

1. to express location using the adverbial pronoun *y*.
2. to ask and tell where one lives.

1.1 Subj. + *y* + v.

Tu vas à Jasper?
Oui, j'y vais.

2.1 Subj. + v. + *à* + name of city.

Où est-ce que tu habites?
J'habite Edmonton.
J'habite à Edmonton.

Note: The preposition *à* is optional in the answer.

A quelle adresse?
Au cent quinze vingt-trois, quarante-deuxième
rue (avenue).
Près de ...

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS**LINGUISTIC CONTENT**

Grade 7: The student will be able:

1. to use the cardinal numbers from 1-1001.
2. to use the ordinal numbers from 1-101.
3. to distinguish between the use of the definite article and the partitive article.
4. to use the pronoun *en* to refer to a noun preceded by a partitive article.

2.1 *premier/première, deuxième, troisième, vingtième, vingt et unième, centième, etc.*

Note: *Second, seconde* are used when there is a choice of two items.

3.1 *J'aime le lait.
Je veux du lait.*

4.1 Subj. + en + v.

Tu veux du sucre?

Oui, j'en veux.

Non, je n'en veux pas.

4.2 Imp. v. + hyphen + en

Prends-en.

CATEGORY:

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS**LINGUISTIC CONTENT**

Grade 7: The student will be able:

1. to express completed actions in the affirmative and negative forms.

1.1 Subj. + avoir + p.p.

J'ai parlé.

Subj. + ne + avoir + pas + p.p.

Je n'ai pas parlé.

Note: Teach regular er, ir, and re verbs in all persons.

2. to express actions using reflexive verbs in the present.

2.1 Subj. + refl. pron. + v.

Je me lave.

Je m'habille.

Il ne se lève pas.

CATEGORY:

EXPRESSING TIME

PERFORMANCE STATEMENTS**LINGUISTIC CONTENT**

Grade 7: The student will be able:

1. to indicate frequency.

1.1 *Le + expression of time + subj. + v. + prepositional phrase.*

Le samedi, je vais au cinéma.

L'après-midi, il étudie à l'école.

Note: Use of *le* before days and parts of the day denotes habitual action.

1.2 *Subj. + v. + adv. + prepositional phrase.*

Il bavarde toujours avec ses amis.

1.3 *Subj. + ne + v. + jamais + prepositional phrase.*

Tu ne vas jamais au théâtre.

CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATIONS**PERFORMANCE STATEMENTS**

Grade 7: The student will be able:

1. to ask and tell about how one feels and what one likes or dislikes and is obliged to do.

LINGUISTIC CONTENT

1.1

Subj. pron. + <i>aimer</i> + infin. <i>devoir</i> <i>détester</i>

Il aime chanter.

Il déteste marcher.

Il doit étudier.

CATEGORY: INDIRECT SPEECH**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 7: The student will be able:

1. to relay a statement.

1.1 *Il + dire + que + subj. + v.*

Il dit qu'elle travaille.

CATEGORY: EXPRESSING DESIRES, ABILITIES AND PERMISSION**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 7: The student will be able:

1. to express desires, abilities or permission using *vouloir* or *pouvoir* in the affirmative or in the negative.

1.1 Subj. + *vouloir* + infin.
pouvoir

Il veut danser.

Il peut danser.

1.2 Subj. + *ne* + *vouloir* + *pas* + infin.
pouvoir

Elle ne veut pas danser.

Elle ne peut pas danser.

2. to express desires, abilities or permission using *vouloir* or *pouvoir* in the interrogative form using *est-ce que* or the inversion.

2.1 *Est-ce que* + subj. pron. + *vouloir* + infin.

Est-ce que + subj. pron. + *pouvoir* + infin.

Est-ce que tu veux venir?

Est-ce que tu peux voir?

2.2 *Vouloir* + subj. pron. + infin?

Pouvoir + subj. pron. + infin?

Veux-tu danser?

Voulez-vous danser?

Peut-il conduire?

CATEGORY: EXPRESSING RELATIONSHIPS**PERFORMANCE STATEMENTS**

Grade 7: The student will be able:

1. to connect two simple sentences, using *mais* and *ou*.

LINGUISTIC CONTENT

1.1 Subj. + v. + conj. + subj. + v.

Je travaille mais je préfère regarder la télévision.

Tu aimes jouer ou tu préfères étudier?

CATEGORY 1 - THE STATE

PERFORMANCE STATEMENTS

These statements are prepared in accordance with the provisions of the State Finance Law.

The amount of the statement will be \$100,000,000.

In compliance with the provisions of the State Finance Law, the following information is being provided:

1. The amount of the statement will be \$100,000,000.

2. The amount of the statement will be \$100,000,000.

3. The amount of the statement will be \$100,000,000.

4. The amount of the statement will be \$100,000,000.

5. The amount of the statement will be \$100,000,000.

6. The amount of the statement will be \$100,000,000.

7. The amount of the statement will be \$100,000,000.

8. The amount of the statement will be \$100,000,000.

9. The amount of the statement will be \$100,000,000.

10. The amount of the statement will be \$100,000,000.

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12. The amount of the statement will be \$100,000,000.

13. The amount of the statement will be \$100,000,000.

14. The amount of the statement will be \$100,000,000.

15. The amount of the statement will be \$100,000,000.

16. The amount of the statement will be \$100,000,000.

17. The amount of the statement will be \$100,000,000.

18. The amount of the statement will be \$100,000,000.

19. The amount of the statement will be \$100,000,000.

20. The amount of the statement will be \$100,000,000.



CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 8: The student will be able to express:

- | | |
|--|---|
| 1. greetings and responses. | 1.1 Comment + aller + person?
<i>Comment va Paul?</i>
<i>Pas mal. Assez bien.</i> |
| 2. farewells. | 1.2 <i>Allô! (au téléphone)</i>
2.1 <i>A tout à l'heure!</i>
<i>A ce soir!</i>
<i>A la semaine prochaine!</i>
<i>A la prochaine!</i> |
| 3. thanks/acceptance of thanks. | 3.1 <i>(Il n'y a) pas de quoi.</i> |
| 4. apologies. | 4.1 <i>Je regrette.</i> |
| 5. gaining attention. | 5.1 <i>Dis donc!</i>
<i>Dites donc!</i> |
| 6. concern and sympathy. | 6.1 <i>Quelle horreur!</i>
<i>Qu'est-ce qui se passe?</i>
<i>Le (la) pauvre!</i> |
| 7. approval and disapproval/ agreement and disagreement. | 7.1 <i>N'est-ce pas?</i>
<i>Chic Alors!</i>
<i>..., non?</i>
<i>Ça y est.</i>
<i>Formidable!</i>
<i>Merveilleux!</i> |
| 8. good wishes. | 8.1 <i>Bon week-end.</i>
<i>Bonne fin de semaine.</i>
<i>Bonnes vacances.</i>
<i>Bon voyage.</i> |

CATEGORY: IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 8: The student will be able:

1. to state in which province he lives.

1.1 *J'habite + prep. + name of province.*

J'habite en | *Colombie Britannique.*
Alberta.
Saskatchewan.
Ontario.
Nouvelle-Ecosse.

J'habite au | *Manitoba.*
Québec.
Nouveau-Brunswick.
Yukon.

J'habite à | *l'Ile-du-Prince-Edouard.*
Terre-Neuve.

J'habite dans les Territoires du Nord-Ouest.

2. to ask and tell about nationality.

2.1 *Est-ce que + subj. + v. + adj?*

Est-ce que tu es canadien?

Oui + subj. + v. + adj.

Oui, je suis canadien.

canadien /canadienne

américain /américaine

français /française

CATEGORY: DESCRIBING PEOPLE AND THINGS**PERFORMANCE STATEMENTS**

Grade 8: The student will be able:

1. to describe people and things.

LINGUISTIC CONTENT

- 1.1 Subj. + être + adj.

Mon père est vieux.

- 1.2 *Comment trouves-tu Pierre? (et) Micheline?*

Je le trouve sympathique.

la méchant (e)

les gentil (le) (s).

Note: The adjective agrees in gender and number with the direct object pronoun preceding the verb.

- 1.3 *C'est un livre récent.*
C'est une soirée amusante.
Ce sont des gens fascinants.

CATEGORY:

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 8: The student will be able:

1. to express the negative of the immediate future and of the completed past.

2. to express completed actions, using the auxiliary *être*.

3. to express actions in the future tense in the affirmative and negative forms.

4. to express an action substituting the direct object with a direct object pronoun.

1.1 Subj. + ne + aller + pas + infin.

Tu ne vas pas chanter.

1.2 Subj. + ne + aux. + pas + p.p.

Il n'a pas regardé.

2.1 Subj. + être + p.p.

Tu es arrivé

Tu n'es pas arrivé.

Note: The past participle of verbs using *être* as the auxiliary agrees with the subject in gender and number:

Il est allé.

Elle est allée.

3.1 Subj. + v. + n.

Nous visiterons la Place Ville-Marie.

Je finirai.

Tu verras un beau spectacle.

3.2 Subj. + ne + v. + pas.

Nous ne visiterons pas la Place Ville-Marie.

Je ne finirai pas.

Tu ne verras pas.

4.1
 le
 Subj. + la + v.
 les

Je regarde le film.

Je le regarde.

Je cherche la pomme.

Je la cherche.

Je prends les cartes.

Je les prends.

CATEGORY: EXPRESSING ACTIONS (cont'd)**PERFORMANCE STATEMENTS**

5. to express an action with an indirect object noun.

LINGUISTIC CONTENT

5.1 Subj. + v. + à + n.

Je parle à Paul.

Je donne le livre à Paul.

Je le donne à Paul.

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS

Grade 8: The student will be able:

1. to ask and tell where one comes from or goes to.

2. to express direction relative to another location.

3. to express distance relative to an other location.

LINGUISTIC CONTENT

1.1 Subj. + venir + de + city.

Subj. + aller + à + city.

Je viens de Lethbridge. Je vais à Banff.

Je viens de l'Ontario. Je vais au Québec.

2.1 Four points of the compass.

au nord de ...

au sud de ...

à l'est de ...

à l'ouest de ...

Où est-ce que Pierre habite?

Il habite au sud de Calgary.

2.2 Other prepositional expressions:

à côté de ...

loin de ...

près de ...

sur ...

sous ...

devant ...

derrière ...

au-dessus ...

au-dessous ...

en face de ...

à gauche de ...

à droite de ...

3.1 *Edmonton est à quelle distance de Calgary?*

Edmonton est à 289 kilomètres de Calgary.

C'est à 289 kilomètres.

CATEGORY:

EXPRESSING TIME

PERFORMANCE STATEMENTS**LINGUISTIC CONTENT**

Grade 8: The student will be able:

1. to express time on a 24 hour clock.
2. to use *déjà* and *pas encore*.
3. to indicate interruption of action.

1.1 *Il va au cinéma à 20 heures 30.*
Le train part à 23 heures 45.

2.1 *J'ai déjà mangé.*

2.2 *J'ai commencé mais je n'ai pas encore fini mon travail.*

3.1 *Il ne va plus à l'école.*

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 8: The student will be able:

1. to use the cardinal numbers up to 100,000.
2. to express quantity using adverbs with the following noun.
3. to use the partitive article in affirmative and negative sentences.
4. to use the partitive article in affirmative and negative sentences.

2.1 Subj. + v. + adv. of quantity + *de* + n.

Tu as assez d'argent.

3.1 Subj. + v. + *du*
de la + n.
de l'
des

Je veux du sucre.

3.2 Subj. + *ne* + v. + *pas* + *de* + n.

Je ne veux pas de sucre.

Note: 1. In the negative form *du*, *de la*, *de l'* and *des* are replaced by *de*.

2. When the noun has a specific reference, the definite article is used even in a negative sentence.

e.g. *Tu n'as pas la voiture.*

CATEGORY: EXPRESSING DESIRES, ABILITIES AND PERMISSION**PERFORMANCE STATEMENTS**

Grade 8: The student will be able:

1. to ask and tell in the affirmative and negative what one knows how to do or what one is able to do.

LINGUISTIC CONTENT

1.1 Subj. + savoir + infin.

Je sais nager.

1.2 Subj. + ne + savoir + pas + infin.

Je ne sais pas nager.

1.3 Subj. + pouvoir + infin.

Je peux nager.

1.3 Subj. + ne + pouvoir + pas + infin.

Je ne peux pas nager.

CATEGORY: EXPRESSING POSSESSION**PERFORMANCE STATEMENTS**

Grade 8: The student will be able:

1. to express possession in answer to questions using all forms of the possessive adjective.

LINGUISTIC CONTENT

1.1 *C'est + poss. adj. + n.*

Qui est-ce?

*C'est mon père.
ma mère.*

*C'est ton frère.
ta soeur.*

*C'est son chien.
sa fille.*

*C'est notre garçon.
votre fille.
leur ami.*

*Ce sont nos amis.
vos filles.
leurs livres.*

CATEGORY: SPECIFICATION OF PERSONS OR OBJECTS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 8: The student will be able:

1. to specify persons or objects using demonstrative adjectives.

1.1 *A qui est* | *ce livre?*
cette règle?

Il est à moi.

Elle est à moi.

A qui sont | *ces livres?*
ces règles?

Ils sont à moi.

Elles sont à toi.

Note: *C'est à toi* is acceptable in spoken French.

2. to specify persons and objects using suffixes *-ci* and *-là*.

2.1

<i>Ce + n. + hyphen + ci.</i> <i>là</i>
--

J'aime ce disque-ci mais je ne connais pas ce disque-là.

CATEGORY: INDIRECT SPEECH**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 8: The student will be able:

1. to relay a command.

1.1 Subj. + *dire* + *de* + infin.

Il dit de marcher.

1.2 Subj. + *dire* + *de* + *ne pas* + infin.

Il dit de ne pas parler.

2. to relay a question.

2.1 Demande + *à* + person + *si* + subj. + v.

Demande à Jacques si Paul marche.

CATEGORY: EXPRESSING RELATIONSHIPS**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 8: The student will be able:

1. to express two ideas by connecting them with:
qui, que or où

1.1 Subj. + v. + n. + *qui* + v.

J'ai une soeur qui travaille.

1.2 Subj. + v. + n. + *que* + subj. + v.

Paul a un livre que Marie aime.

1.3 Subj. + v. + *où* + subj. + v.

Pierre va où il veut.







CATEGORY:

SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS**LINGUISTIC CONTENT**

Grade 9: The student will be able to express:

- | | |
|--|---|
| 1. farewells. | 1.1 <i>Au plaisir (de vous revoir).
A la prochaine (fois).</i> |
| 2. introducing someone. | 2.1 <i>(Je suis) Heureux de faire votre connaissance.</i> |
| 3. thanks/acceptance of thanks. | 3.1 <i>De rien.
Vous êtes bien gentil.
Il n'y a pas de quoi.
Je vous en prie.</i> |
| 4. apologies/acceptance of apologies. | 4.1 <i>Ce n'est rien.
Il n'y a pas de mal.</i> |
| 5. gaining attention. | 5.1 <i>Mesdames, mesdemoiselles, messieurs.</i> |
| 6. approval and disapproval/ agreement and disagreement. | 6.1 <i>Jamais!
Bien sûr!
Evidemment!
C'est entendu!
Entendu!</i> |
| 7. good wishes. | 7.1 <i>Bon appétit!
Bon courage!
Meilleure santé!</i> |
| 8. toasts. | 8.1 <i>Santé!</i> |

CATEGORY: IDENTIFICATION OF PERSONS OR OBJECTS**PERFORMANCE STATEMENTS**

Grade 9: The student will be able:

1. to indicate someone or something using indefinite pronouns.

LINGUISTIC CONTENT

1.1 Indef. pron. + v. + prepositional phrase.

Quelqu'un est à la porte.

Il y a + indef. pron. + prepositional phrase.

Il y a quelque chose dans la caisse.

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

Grade 9: The student will be able:

1. to ask questions about actions and to express completed actions in the affirmative and negative.

2. to express continuous or repeated actions in the past in the affirmative and in the negative forms.

3. to express recent past action in the affirmative and the negative forms.

4. to express actions using the reflexive verbs in the future.

LINGUISTIC CONTENT

1.1 Subj. + aux. + p.p.+ ...?

Tu as fini ton travail?

Tu n'as pas fini ton travail?

1.2 Est-ce que + subj. + aux. + p.p.

Est-ce qu'il a fini?

1.3 V. + hyphen + subj. pron. + p.p.

As-tu travaillé?

Ne + v.+ hyphen + subj. pron.+ (pas) + p.p.

N'as-tu pas travaillé?

1.4 Subj. + refl. pron. + être + p.p.

Je me suis lavé.

Subj. + ne + refl. pron. + être + pas + p.p.

Je ne me suis pas lavé.

2.1 Subj. + v. (in the imperfect).

Je chantais.

Je ne chantais pas.

Note: Teach the imperfect of all verbs, including the reflexive verbs.

3.1 Subj. + venir + de + infin.

Je viens de finir.

Je ne viens pas de finir.

4.1 Subj. + refl. pron. + v.

Je m'amuserai.

Je ne m'amuserai pas.

CATEGORY: EXPRESSING ACTIONS (continued)

PERFORMANCE STATEMENTS

5. to express actions in various negative forms.

LINGUISTIC CONTENT

4.2 Subj. + *aller* + refl. pron. + infin.

Je vais me promener (ce soir).

Je ne vais pas me promener (ce soir).

5.1 Subj. + *ne* + v. + *personne*.
rien.

Il ne voit personne.

Il ne fait rien.

5.2 Subj. + *ne* + v. + *que* + n.

Il ne boit que du vin.

5.3 Subj. + *ne* + aux. + *rien* + p.p.
jamais

Je n'ai rien mangé.

5.4 Subj. + *ne* + aux. + p.p. + *personne*.

Je n'ai vu personne.

5.5 Subj. + *ne* + aux. + p.p. + *que* + n.

Il n'a bu que du vin.

5.6 Subj. + *ne* + v. + *ni* + n. + *ni* + n.

Ils ne boivent ni café ni thé.

CATEGORY: DESCRIBING PEOPLE OR THINGS

PERFORMANCE STATEMENTS

Grade 9: The student will be able:

1. to make comparisons.

LINGUISTIC CONTENT

- | | |
|-----|---|
| 1.1 | <p style="text-align: center;"><i>plus</i></p> <p>Subj. + v. + <i>moins</i> + adj. + <i>que</i> + n.
 <i>aussi</i> adv. pron.</p> |
|-----|---|

*Paul est plus grand que Marie.
 Paul marche plus vite que Marie.
 Marie est moins grande que Paul.
 Marie marche moins vite que Paul.
 Il chante aussi bien que moi.
 Il est aussi petit que moi.
 grand*

- | | |
|-----|---|
| 1.2 | <p style="text-align: center;"><i>le</i></p> <p>Subj. + v. + <i>la</i> + <i>plus</i> + adj. + <i>de</i> + n.
 <i>les</i> <i>moins</i></p> |
|-----|---|

C'est le plus grand garçon de la classe.

- | | |
|-----|---|
| 1.3 | <p>Subj. + v. + <i>le plus</i> + adv. + <i>de</i> + n.
 <i>le moins</i></p> |
|-----|---|

Il court le plus vite des garçons.

CATEGORY: EXPRESSING LOCATION**PERFORMANCE STATEMENTS**

Grade 9: The student will be able:

1. to express direction.

LINGUISTIC CONTENT

1.1 Subj. + *aller* + *vers* + n.

Il va vers la fenêtre.

1.2 Subj. + *aller* + *jusqu'à* + n.

Je suis allé jusqu'à la bibliothèque.

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS

Grade 9: The student will be able:

1. to ask and tell the exact or approximate time using adverbs.

LINGUISTIC CONTENT

- 1.1 *Quelle heure est-il?*

Il est deux heures juste.

- 1.2 Other appropriate adverbs:

<i>vers</i> <i>jusqu'à</i> <i>environ</i> <i>dans</i>	+ time
--	--------

Je vais au cinéma vers 19 heures.

Il arrive dans deux heures.

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

Grade 9: The student will be able:

1. to modify verbs with adverbs of quantity.

2. to modify adverbs and adjectives with adverbs of quantity.

3. to express quantity using the pronoun *en*.

LINGUISTIC CONTENT

1.1 Subj. + v. + adv.

Il dort trop.

1.2 Subj. + aux. + adv. + p.p.

Tu as trop dormi.

1.3 (Ne) + v. in imperative + (pas) + adv.

Ne mange pas tant.

2.1 Subj. + v. + adv. + adj.

Il court trop vite.

2.2 Subj. + v. + adv.+ adj.

Nous sommes assez intelligents.

Combien de stylos ont-ils?

3.1 Subj. + en + v. + number.

Ils en ont dix.

Subj. + en + v. + expression of quantity.

Ils en ont beaucoup.

CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATIONS**PERFORMANCE STATEMENTS**

Grade 9: The student will be able:

1. to ask and tell what one is obliged or is obliged not to do.

LINGUISTIC CONTENT

1.1 *Il faut + infin.*

Il faut travailler.

Il ne faut pas crier.

CATEGORY: DESCRIBING PEOPLE OR THINGS**PERFORMANCE STATEMENTS**

Grade 9: The student will be able:

1. to describe likes and dislikes.
2. to express what suits or does not suit someone.

LINGUISTIC CONTENT

1.1 Subj. + me + plaît.

Cette robe me plaît.

Cette robe ne me plaît pas.

2.1 Subj. + me + va + bien.

te

lui

nous

vous

leur

Cette robe lui va bien.

Ce manteau ne lui va pas.

CATEGORY:

INDIRECT SPEECH

PERFORMANCE STATEMENTS

Grade 9: The student will be able:

1. to relay a question.

LINGUISTIC CONTENT

1.1 Subj. + demander + *où* + subj. + v.
si
quand

Il demande quand nous arriverons.

1.2 Demande + *à* + person + *ou* + subj. + v.
Demandez *quand*
comment
pourquoi

Demande à Jacques si Paul marche.

1.3 Demande + *à* + person + *avec qui* + subj. + v.
Demandez *chez qui*
à quoi

Demandez à Nicole avec qui elle chante.

1.4 Subj. + demander + *chez qui* + subj. + v.
à quoi

Il demande à quoi tu penses.

1.5 Demande + *à* + person + *combien de* + n. + subj. + v.
Demandez

Demandez à Chantal combien de robes elle a.

1.6 Subj. + demander + *combien de* + n. + subj. + v.

Il demande combien d'autos il a.

CATEGORY: EXPRESSING RELATIONSHIPS**PERFORMANCE STATEMENTS**

Grade 9: The student will be able:

1. to express two ideas in the present tense by connecting them with *quand*.

LINGUISTIC CONTENT

1.1 *Quand + subj. + v. + subj. + v.*

Quand Paul travaille, il chante.

1.2 *Subj. + v. + quand + subj. + v.*

Paul chante quand il travaille.





MAJOR CULTURAL THEMES

The cultural themes are to be developed as part of core content in Grades 7, 8 and 9, but specific topics within each theme are elective:

1. CONVENTIONS
2. ROLE OF THE FAMILY IN SOCIETY
3. ROLE OF EDUCATION IN SOCIETY
4. ROLE OF GOVERNMENT IN SOCIETY
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

COURSE OUTLINE

GRADE	ALBERTA	CANADA OUTSIDE QUEBEC	QUEBEC	WORLD
4	Family centres, Christmas, Easter, Songs			
5		Fêtes, Geography, History, Daily Living, Speech, Crafts		
6			Fêtes, Geog- raphy, History, Daily Living, Sports, Crafts	
7	Cuisine, Fêtes, Songs/Music, Family, Geography, History, Famous People, Arts, Daily Living, Sports, Leisure, Crafts			
8		Daily Living, Family, Friends and Acquaint- ances, Attitudes, Famous People		
9			Geography, History, Contemporary Québec Influence	
10				France Geography, Economy, People, Daily Life, Arts, Science and Technology
11				<u>World</u> Location, History, Lifestyle, Influence, Attitudes
12	See the topics suggested in the Handbook			





SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LA FAMILLE

un mari
un papa
un père

une femme
une maman
une mère

un cousin
un neveu
un oncle

une cousine
une nièce
une tante

un grand-père
un petit-fils

une grand-mère
une petite-fille

un bébé
un enfant
un fils
un frère
un garçon
un jumeau

une enfant
une soeur
une fille
une jumelle

LES AMIS

un ami
un camarade
un copain

une amie
une camarade
une copine

l'aîné
un homme

l'aîné
une femme

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LA MAISON

un premier étage
un rez-de-chaussée
un salon
un sous-sol (canadianisme)

une cuisine
une chambre (à coucher)
une pièce
une salle à manger
une salle de bain (s)
une salle de jeux
une salle de récréation
une salle de séjour
les toilettes

un jardin
un jardin potager

la clôture

PARTIES D'UNE PIÈCE:

un mur
un plafond
un plancher

une cheminée
une fenêtre
une porte
une sonnette

un bureau
un fauteuil
un lit

une chaise
une lampe
une pendule
une table

un appartement
un ascenseur
un escalier

un garage

une armoire
une entrée

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: L'ECOLE

<i>un bureau</i>	<i>une bibliothèque</i>
<i>un cahier</i>	<i>une cafétéria</i>
<i>un concierge</i>	<i>une carte</i>
<i>un conseiller</i>	<i>une chaise</i>
<i>un corridor</i>	<i>une cour</i>
<i>un couloir</i>	<i>une craie</i>
<i>un cours</i>	<i>une fenêtre</i>
<i>un crayon</i>	<i>une gomme</i>
<i>un dessin</i>	<i>une horloge</i>
<i>un devoir</i>	<i>une lettre</i>
<i>un directeur</i>	<i>une directrice</i>
<i>un drapeau</i>	<i>une porte</i>
<i>un élève</i>	<i>une élève</i>
<i>un étudiant</i>	<i>une étudiante</i>
<i>un gymnase</i>	<i>une récréation</i>
<i>un horaire</i>	<i>une table</i>
<i>un infirmier</i>	<i>une infirmière</i>
<i>un livre</i>	<i>une salle de classe</i>
<i>un papier</i>	
<i>un professeur</i>	
<i>un pupitre</i>	
<i>un stylo</i>	
<i>un tableau noir/vert</i>	

MATIERES

les mathématiques
le français
l'anglais
les sciences
la musique
la géographie
le dessin
les arts ménagers
l'histoire
les sciences sociales
les arts industriels
les études sociales

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LES PROFESSIONS
ET LES METIERS

un auteur
un dentiste
un docteur
un écrivain
un ingénieur
un médecin
un pasteur
un prêtre
un professeur

une femme dentiste

une femme médecin

un acteur
un agent de police
un architecte
un avocat
un boulanger
un caissier
un camionneur
un charpentier
un chauffeur de taxi
d'autobus

une actrice
une femme agent de police
une architecte
une avocate
une boulangère
une caissière

un coiffeur
un électricien
un fermier
un gendarme
un infirmier
un marchand
un mécanicien
un musicien
un pharmacien
un pilote
un pompier
un secrétaire
un travailleur
un vendeur
un comptable
un ouvrier

une coiffeuse
une fermière
une infirmière
une marchande
une musicienne
une pharmacienne
une femme pilote
une secrétaire - une ménagère
une vendeuse
une comptable

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LE COUVERT, LA NOURRITURE,

LA CUISINE

un bol

un couteau

un plat

un repas

une assiette

une bouteille

une casserole

une cuillère

une fourchette

une nappe

une serviette

une soucoupe

une tasse

la vaisselle

le beurre

un bifteck

un café

un fromage

le déjeuner

le petit déjeuner

le souper

un buffet

un évier

un lave-vaisselle

un poêle (canadianisme)

un réfrigérateur

une poubelle

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: ENDROITS ET
EDIFICES FAMILIERS

un boulevard
un carrefour
un hameau
un parc
un port
un quartier
un rodéo
un stade
un village

une avenue
une banlieue
à la campagne
une campagne
une patinoire
une place
une rue
une ville

un aéroport
un arrêt d'autobus
un bureau de poste
un centre commercial
un centre d'achats
un cinéma
un colisée
un garage
un hôtel
un hôtel de ville
un magasin
un musée
un restaurant
un supermarché
un terminus d'autobus
un théâtre

une aérogare
une bibliothèque
une boulangerie
une cathédrale
une église
une épicerie
une gare
une mairie
une pharmacie

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LE TEMPS ET LE CLIMAT

un banc de neige (canadianisme)
un blizzard (canadianisme)
une poudrerie

il neige
il pleut
il vente

c'est une tempête
c'est brumeux
humide
nuageux
pluvieux
sec

il fait clair
noir
sombre

du brouillard (il y a)
du vent (il y a)

au printemps
en automne
en été
en hiver
un orage
il fait beau
froid

SUGGESTED VOCABULARY

GRADES 7-8-9

PROVINCES ET TERRITOIRES

en Alberta
en Colombie Britannique
à l'Ile-du-Prince-Edouard
au Labrador
au Manitoba
au Nouveau-Brunswick
en Nouvelle-Ecosse
en Ontario
au Québec
en Saskatchewan
à Terre-Neuve
dans les Territoires du
Nord-Ouest
au Yukon

NATIONALITES

africain (e)
allemand (e)
américain (e)
amérindien (ne)
anglais (e)
canadien (ne)
chinois (e)
français (e)
espagnol (e)
indien (ne)
italien (ne)
japonais (e)
norvégien (ne)
polonais (e)
russe
suédois (e)
suisse (sse)
ukrainien (ne)

PAYS

à Cuba

au Brésil
au Canada
au Japon
au Mexique
au Pakistan
au Portugal

aux Antilles
aux Bahamas
aux Bermudes
aux Etats-Unis
aux Pays-Bas

en Afrique
en Allemagne
en Angleterre
en Belgique
en Bolivie
en Chine
en Corse
en Espagne
en Finlande
en France
en Guyane
en Inde
en Iran
en Italie
en Norvège
en Pologne
en Roumanie
en Russie
en Suède
en Suisse
en Ukraine
en Yougoslavie

CONTINENTS

en Afrique
en Amérique du Nord
en Amérique du Sud
en Antarctique
en Asie
en Australie
en Europe

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: L'HEURE - expressions

dans combien de temps?

dans dix minutes?

dans un quart d'heure

dans une heure et demie.

environ une heure et demie.

jusqu'à une heure et demie.

vers quelle heure?

SUGGESTED VOCABULARY

GRADES 7-8-9

<u>VERBS:</u>	<i>accompagner</i> <i>acheter</i> <i>aider</i> <i>aimer</i> <i>aller</i> <i>amuser</i> <i>appeler</i> <i>apporter</i> <i>arrêter</i> <i>arriver</i> <i>attendre</i> <i>avancer</i> <i>avoir</i> <i>avoir besoin de</i> <i>baiser</i> <i>boire</i> <i>casser</i> <i>chanter</i> <i>changer</i> <i>choisir</i> <i>commencer</i> <i>comprendre</i> <i>compter</i> <i>conduire</i> <i>connaître</i> <i>continuer</i> <i>copier</i> <i>coucher</i> <i>couper</i> <i>courir</i> <i>coûter</i> <i>crier</i> <i>croire</i> <i>danser</i> <i>décider</i> <i>décorer</i> <i>déjeuner</i> <i>demander à</i> <i>dépenser</i> <i>descendre</i> <i>désirer</i> <i>dessiner</i> <i>détester</i> <i>devoir</i>	<i>dîner</i> <i>dire</i> <i>donner</i> <i>dormir</i> <i>écouter</i> <i>écrire</i> <i>effacer</i> <i>embrasser</i> <i>entendre</i> <i>entrer</i> <i>épeler</i> <i>essayer</i> <i>espérer</i> <i>être</i> <i>étudier</i> <i>expliquer</i> <i>faire</i> <i>falloir</i> <i>fermer</i> <i>finir</i> <i>frapper</i> <i>frotter</i> <i>gagner</i> <i>habiller</i> <i>habiter</i> <i>intéresser</i> <i>inviter</i> <i>jeter</i> <i>jouer</i> <i>laisser</i> <i>laver</i> <i>lire</i> <i>louer</i> <i>manger</i> <i>manquer</i> <i>marcher</i> <i>mettre</i> <i>monter</i> <i>montrer</i>	<i>mourir</i> <i>nager</i> <i>neiger</i> <i>obéir à</i> <i>occuper</i> <i>offrir</i> <i>oublier</i> <i>ouvrir</i> <i>parler</i> <i>partir</i> <i>passer</i> <i>patiner</i> <i>payer</i> <i>penser</i> <i>perdre</i> <i>plaire</i> <i>pleurer</i> <i>pleuvoir</i> <i>poser</i> <i>pouvoir</i> <i>préférer</i> <i>prendre</i> <i>préparer</i> <i>présenter à</i> <i>prêter</i> <i>promener</i> <i>prononcer</i> <i>quitter</i> <i>raconter</i> <i>recevoir</i> <i>reconnaître</i> <i>regarder</i> <i>regretter</i> <i>rejoindre</i> <i>rencontrer</i> <i>rendre</i> <i>répéter</i> <i>répondre</i> <i>reposer</i> <i>rester</i> <i>retarder</i> <i>retourner</i>	<i>retrouver</i> <i>réussir</i> <i>revenir</i> <i>rouler</i> <i>s'amuser</i> <i>s'appeler</i> <i>s'arrêter</i> <i>s'asseoir</i> <i>s'endormir</i> <i>s'habiller</i> <i>s'intéresser</i> <i>se baigner</i> <i>se coucher</i> <i>se déshabiller</i> <i>se laver</i> <i>se lever</i> <i>se moquer de</i> <i>se tromper</i> <i>se trouver</i> <i>se promener</i> <i>savoir</i> <i>sentir</i> <i>soigner</i> <i>sortir</i> <i>suivre</i> <i>taquiner</i> <i>téléphoner</i> <i>terminer</i> <i>tomber</i> <i>tourner</i> <i>travailler</i> <i>trouver</i> <i>vendre</i> <i>venir</i> <i>visiter</i> <i>voir</i> <i>vouloir</i> <i>voyager</i>
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SUGGESTED VOCABULARY

GRADES 7-8-9

VERBS: (continued)

EXPRESSIONS WITH faire: *faire + attention*
des achats
des contes
des courses
des études
des heures supplémentaires
des valises
du bruit
du camping
du ski
le ménage
les devoirs
sa toilette
un voyage
une promenade

OTHER EXPRESSIONS:

jouer au football
hockey
tennis

aller à la pêche
charger le camion
décorer une pièce
dépenser de l'argent
effacer le tableau
embrasser quelqu'un
jouer du piano
laver les vêtements
polir les meubles
préparer les repas

SUGGESTED VOCABULARY

GRADES 7-8-9

ADVERBS:

- | | | | |
|---|--|---|--|
| 1. <u>de manière</u> | 2. <u>de temps</u> | 3. <u>de lieu</u> | 4. <u>de quantité</u> |
| <i>bien
comme
comment
ensemble
lentement
mal
mieux
seulement
tout
vite</i> | <i>alors
après
aujourd'hui
avant
bientôt
d'abord
déjà
demain
depuis
encore
enfin
ensuite
jamais
hier
longtemps
maintenant
pas encore
plus
premièrement</i> | <i>quelquefois
tard
toujours
souvent
ce soir
dans un instant
d'habitude
dimanche passé
l'année passée
l'après-midi
la nuit
la semaine passée
le lundi
le matin
le mois passé
le soir
parfois
tout à l'heure
tout de suite</i> | <i>autour
dehors
derrière
dessous
dessus
devant
en
ici
là
loin
où
partout
près
proche
y
assez
aussi
beaucoup
bien
combien
comme
fort
moins
pas mal
peu
plus
presque
seulement
tout
très
trop</i> |
| 5. <u>d'affirmation</u> | 6. <u>de doute</u> | 7. <u>d'interrogation</u> | 8. <u>de négation</u> |
| <i>aussi
certainement
parfaitement
oui
si
vraiment</i> | <i>probablement
sans doute</i> | <i>comment?
combien?
quand?
où?
pourquoi?</i> | <i>non
pas de</i> |
| 9. <u>locutions de négation</u> | 10. <u>locutions de lieu</u> | 11. <u>de limitation</u> | |
| <i>ne ... jamais
ne ... pas
ne ... plus
pas ... encore
ne ... personne
ne ... rien
ne ... ni ... ni</i> | <i>en face
en arrière
en avant
à</i> | <i>seulement
ne ... que</i> | |

SUGGESTED VOCABULARY

GRADES 7-8-9

PREPOSITIONS:

à
à côté de
à droite de
à gauche de
après
au bout de
au-dessus
au-dessous
au milieu de
autour de
avant
avec
chez
contre
dans
de
depuis
derrière
devant
en
en dehors de
en face de
entre
jusque
loin de
par
pendant
pour
près de
sans
sous
sur
vers

SUGGESTED VOCABULARY

GRADES 7-8-9

CONJUNCTIONS:

alors
car
et
mais
ou
parce que
quand
si

SUGGESTED VOCABULARY

GRADES 7-8-9

ADJECTIVES:

<i>âgé (e)</i>	<i>frais/fraîche</i>	<i>noir (e)</i>
<i>agréable</i>	<i>froid (e)</i>	<i>nuageux (euse)</i>
<i>amusant (e)</i>	<i>gâté (e)</i>	<i>orange</i>
<i>argenté (e)</i>	<i>général (e)</i>	<i>parfait (e)</i>
<i>autre</i>	<i>généreux (se)</i>	<i>pareil (le)</i>
<i>bas (se)</i>	<i>gentil/gentille</i>	<i> paresseux (euse)</i>
<i>beau (bel/belle)</i>	<i>grand (e)</i>	<i>pauvre</i>
<i>beige</i>	<i>grave</i>	<i>petit (e)</i>
<i>bête</i>	<i>gris (e)</i>	<i>pluvieux (euse)</i>
<i>blanc (he)</i>	<i>gros/grosse</i>	<i>préféré (e)</i>
<i>bleu (e)</i>	<i>haut (e)</i>	<i>premier (ière)</i>
<i>blond (e)</i>	<i>heureux (euse)</i>	<i>prêt (e)</i>
<i>bon (ne)</i>	<i>imprimé (e)</i>	<i>prochain (e)</i>
<i>bruneux (se)</i>	<i>intelligent (e)</i>	<i>rayé (e)</i>
<i>brun (e)</i>	<i>intéressant (e)</i>	<i>réussi (e)</i>
<i>chaud (e)</i>	<i>jaune</i>	<i>riche</i>
<i>cher/chère</i>	<i>jeune</i>	<i>rose</i>
<i>clair (e)</i>	<i>joli (e)</i>	<i>rouge</i>
<i>content (e)</i>	<i>juste</i>	<i>sec/sèche</i>
<i>court (e)</i>	<i>libre</i>	<i>sérieux (euse)</i>
<i>curieux (se)</i>	<i>long (ue)</i>	<i>seul (e)</i>
<i>dernier (ière)</i>	<i>lourd (e)</i>	<i>simple</i>
<i>désagréable</i>	<i>magnifique</i>	<i>sombre</i>
<i>différent (e)</i>	<i>malade</i>	<i>spécial (e)</i>
<i>difficile</i>	<i>marron</i>	<i>splendide</i>
<i>distrain (e)</i>	<i>mauvais (e)</i>	<i>studieux (euse)</i>
<i>doré (e)</i>	<i>meilleur (e)</i>	<i>stupide</i>
<i>drôle</i>	<i>merveilleux (euse)</i>	<i>sympathique</i>
<i>excellent (e)</i>	<i>moderne</i>	<i>tendre</i>
<i>facile</i>	<i>nouveau (nouvel/nouvelle)</i>	<i>terrible</i>
<i>foncé (e)</i>	<i>national (e)</i>	<i>vert (e)</i>
<i>formidable</i>	<i>naturel (le)</i>	<i>vieux/vieil/vieille</i>
<i>fort (e)</i>	<i>nécessaire</i>	<i>vrai (e)</i>
<i>fou/folle</i>	<i>neuf/neuve</i>	

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LES VETEMENTS

<i>un anorak</i>	<i>une blouse</i>
<i>un blouson</i>	<i>une botte</i>
<i>un chandail</i>	<i>une ceinture</i>
<i>un chapeau</i>	<i>une chaussette</i>
<i>un costume</i>	<i>une chemise</i>
<i>un gant</i>	<i>une cravate</i>
<i>un gilet</i>	<i>une jupe</i>
<i>un imperméable</i>	<i>une robe</i>
<i>un jean</i>	<i>une sandale</i>
<i>un maillot (de bain)</i>	
<i>un manteau</i>	
<i>un mouchoir</i>	
<i>un pantalon</i>	
<i>un pull-over</i>	
<i>un short</i>	
<i>un soulier</i>	
<i>un uniforme</i>	
<i>un veston</i>	

SUGGESTED VOCABULARY

GRADES 7-8-9

LES ORDINAUX:

*premier (e)
deuxième
troisième
quatrième
cinquième
sixième
septième
huitième
neuvième
dixième
onzième
douzième
treizième
quatorzième
quinzième*

*seizième
dix-septième
dix-huitième
dix-neuvième
vingtième
vingt et unième
trente et unième
quarante et unième
cinquante et unième
soixante et unième
soixante et onzième
quatre-vingt unième
quatre-vingt onzième
cent unième*

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: ADRESSES

un boulevard

un carrefour

un échangeur (clover leaf)

un numéro

une avenue

une contre-allée (lane)

une place

une rue

Note: No French equivalent exists for crescent and drive.

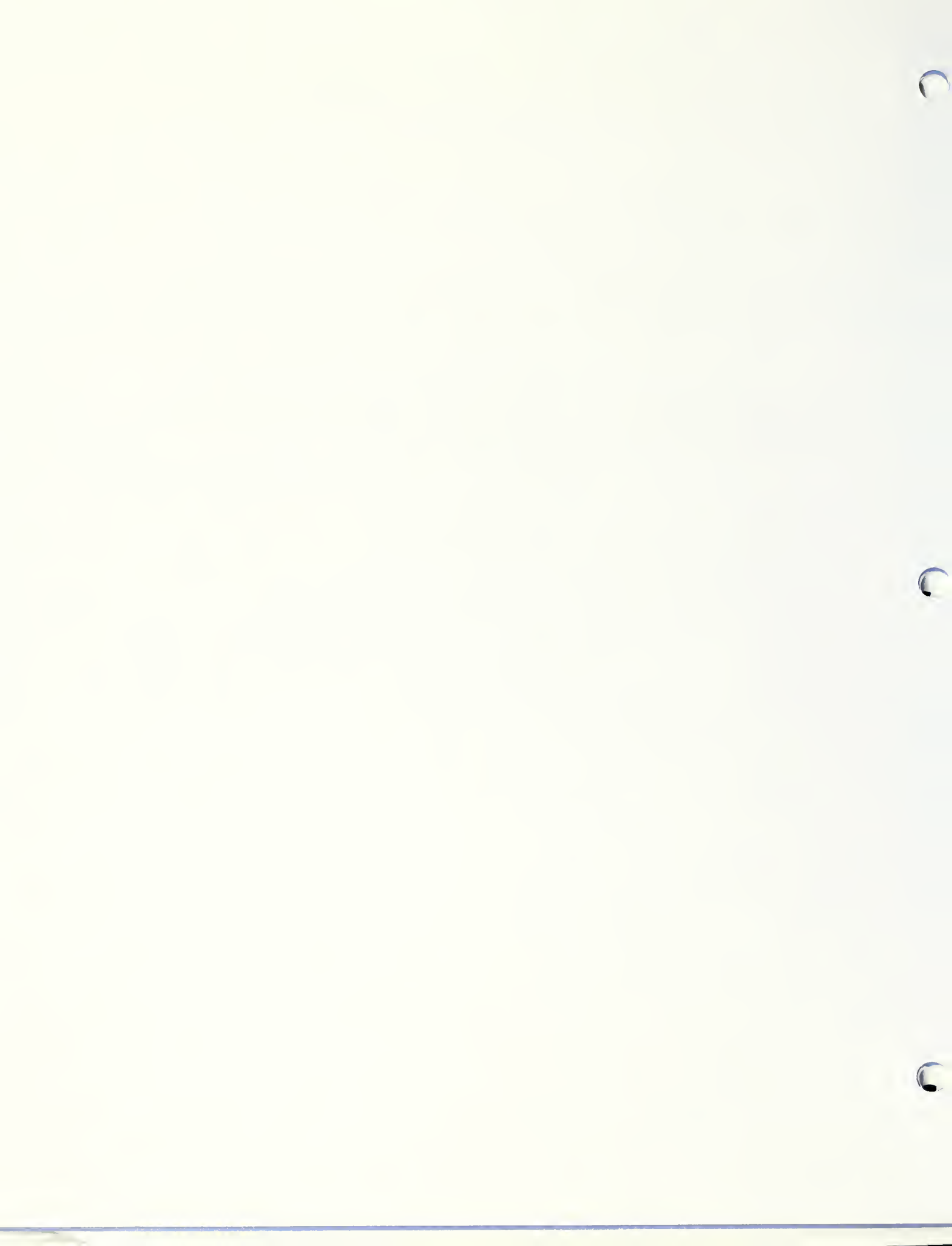




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2. Kerr, D. et al, *Ici on parle français*, (Prentice-Hall Canada Ltd., Scarborough: 1970) Levels 3 and 4
3. Kenny, M. et al, *Passeport français*, (D.C. Heath Canada Ltd., Toronto: 1973) Levels 1-4







CATEGORY:
 EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

En avant *Ici on parle français* *Passeport français*

Grade 7 The student will be able to express:

1. Farewells.	3, Introduction	III, 2e-4e étape IV, 1ère étape	Book 6, Component 23 "En d'autres mots"
2. Introductions and responses.	4A, unit 4	III, 2e étape	Connaître, Book 6, Component 24
3. Thanks.	3, Introduction	III	
4. Apologies.	1, unit 16A	III, 1ère étape	Book 5, Component 17, (Lecture et vocabulaire)
5. Gaining attention.	1, unit 2	III	Book 3, Component 11 (Lecture) Book 2, Component 7
6. Concern and sympathy.	2, unit 16 4A, unit 4	III, 7e étape	Book 3, Component 10 (Lecture) Book 3, Component 11 (Lecture et vocabulaire) Book 3, Component 9 (Lecture et vocabulaire)
7. Approval/Disapproval.	1, unit 1	III, 1ère étape	Book 8, Component 20 Book 1, Component 4 Book 2, Component 8 (Lecture)
8. Good wishes. Greetings.	1, unit 5 3, unit IV	III	Book 3, Component 10 "Entre nous"; Book 8 (all the way thru) Component 32

CATEGORY:

IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 7 The student will be able:

1. To ask and tell who someone is.
2. To ask and tell about place of birth.
3. To ask and tell about date of birth.

Book 2, Component 5
(pages 10-11/13) Module 2

I

Book 3, Component 9
(pages 13-17) Module 2
Book 2, Component 7
(page 51) Module 1

III, 2e étape

Book 2, Component 7, Module 1
Book 1, Component 3
"Entre nous"
Book 5, Component 20
Book 1 "Entre nous" (page 86)
Book 1, Component 4, Module 1
Book 2, Component 7, Module 2
Book 2, Component 7, Module 1
Book 3, Component 10,
Module 1 (Lecture)

CATEGORY:

DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 7 The student will be able:

1. To describe people and objects.

1, unit 2
1, unit 6
1, unit 25
"Words United"

I
IV, 1ère étape

Book 1, Component 2, Module 3
Book 2, Component 5, Module 3
Book 1, Component 3, Module 2
Book 5, Component 19,
"Entre nous"

CATEGORY:
 EXPRESSING LOCATIONS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 7 The student will be able:

- To express location using the adverbial pronoun *y*.
 "Little Things Mean a Lot"
 IV, 1ère étape
 Book 3, Component 9, Module 1
 Book 4, Component 14
 "Un peu de tout"
- To ask and tell where one lives.
 III, 2e étape
 Book 3, Component 9, Module 2

CATEGORY:
 EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 7 The student will be able:

- | | | | | |
|----|--|---|--|--|
| 1. | To use the cardinal numbers from 1 - 1001. | 1, unit 26 | IV, 4e étape | Book 1, Component 3, vocabulary; "Entre nous"; Reference Section
Books 4 and 5, Reference Section |
| 2. | To use the ordinal numbers from 1 - 101. | 4b, unit 8 | III, 2e étape (to dixième)
IV, 4e étape | Book 5, Component 20 vocabulary; Reference Section |
| 3. | To distinguish between the definite article and the partitive article. | 1, unit 34
6, unit 6 | III, 6e étape (Observations) | Book 1, Component 1, Module 2
Book 2, Component 5, Module 1 |
| 4. | To use the pronoun <i>en</i> to refer to a noun preceded by a partitive article. | 6, unit 6
"Little Things Mean a Lot" | II
IV, 3e étape | Book 5, Component 19, Module 2
Book 6, Component 22, Module 2 |

CATEGORY:
 EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

En avant *Ici on parle français* *Passeport français*

Grade 7 The student will be able:

1. To express completed actions in the affirmative and negative forms.

	3, unit 7 4A, unit 4 4B, units 1, 2 "Self-Service"	II	
			Book 5, Component 17, Module 1 Book 5, Component 17, "Un peu de tout" Book 5, Component 20, Module 1

2. To express actions using reflexive verbs in the present.

	4B, 8 5, unit 1 "Self-Service"	II	
			Book 4, Component 13, Module 1 and "Un peu de tout"

CATEGORY:
 EXPRESSING TIME

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 7 The student will be able:

- To indicate frequency.

	5, unit 2	III, 7e étape	Book 2, Component 6
	"A votre avis"	IV, 1ère étape	(Lecture)
			Book 2, Component 6
			"Un peu de tout"
			ne ... jamais Book 2,
			Component 6 "Entre nous"

CATEGORY:
 EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATIONS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
 français*

Passeport français

Grade 7 The student will be
able:

- | | | | |
|--|-----------------------------|--|--|
| 1. To ask and tell about how
one feels and what one likes
or dislikes and is obliged
to do. | 2, unit 14/15
4A, unit 2 | I
III, 1ère étape
2e étape
3e étape | Book 4, Component 16
"Un peu de tout"
Book 4, Component 16, Module 2 |
|--|-----------------------------|--|--|

CATEGORY:

INDIRECT SPEECH

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 7 The student will be
able:

1. To replay statement.

III, 3e étape
(exercices
structuraux)

Book 5, Component 18,
vocabulary
Book 5, Component 18,
page 36 (See exercise 3)

CATEGORY:

EXPRESSING DESIRES, ABILITIES AND PERMISSION

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 7 The student will be able:

1. To express desires, abilities or permission using *vouloir* or *pouvoir* in the affirmative or in the negative.

	3, unit 15 4A, unit 1 4B, unit 4	I II III, 8e étape V, 1ère étape	Book 3, Component 9, Module 3 Component 10, Module 3
--	--	---	---
2. To express desires, abilities or permission using *vouloir* or *pouvoir* in the interrogative form using *est-ce que* or the inversion.

	3, unit 15 4A, units 1 and 3	I III, 8e étape	Book 4, Component 15 "Entre nous"
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CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 7 The student will be able:

1. To connect two simple sentences, using *mais* and *ou*.

III

Book 1, Component 1
(See exercise 7, page 24)
Book 1, Component 4
(See exercise 12, page 83)
Book 4, Component 15
"Un peu de tout"
Book 4, Component 16
"Allons-y" (See exercise 8,
page 95)

CATEGORY:

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
Grade 8 <u>The student will be able to express:</u>			
1. Greetings and responses.	1, unit 5	III	Book 3, Component 10 (Lecture)
2. Farewells.	1, unit 33	III, 6e étape IV	Book 3, Component 10 (Vocabulaire)
3. Thanks/acceptance of thanks.			Book 8, Component 30, Module 2; Component 32
4. Apologies.			Book 5, Component 18 (Vocabulaire)
5. Gaining attention.			Book 3, Component 11 (Expressions with <i>quel(le)</i>) Book 4, Component 15 (Lecture)
6. Concern and sympathy.	3, unit 14 6, unit 1	III, 3e étape 7e étape	Book 2, Component 8 (Lecture) Book 4, Component 16 (Lecture) Book 7, Component 27 (Lecture) Book 1, Component 2 (Lecture) Book 3, Component 12 (Vocabulaire)
7. Approval/Disapproval; Agreement/Disagreement.	3, unit 7 3, unit 10 4b, unit 2	IV	Book 3, Component 10 "Entre nous"
8. Good wishes.	3, unit 4, 9	IV	

CATEGORY;
IDENTIFICATION OF PERSONS, OBJECTS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 8 The student will be able:

1. To state in which province he lives.
2. To ask and tell about nationality.

IV, 2e étape
(shows structure but not provinces)

Book 3, Component 9, Module 2
Book 6, Component 23
"De nos jours"

III, 1ère étape

Book 2, Component 5, Module 3

CATEGORY :

DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 8 The student will be able:

1. To describe people and things.

1, unit 12
1, unit 39
6, unit 7
and 8
"A votre avis"
"Words United"

III, 2e étape
3e étape

Book 1, Component 3, Module 3
Book 2, Component 5, Module 3
Book 5, Component 20
"Entre nous"

CATEGORY:
EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 8 The student will be able:

1. To express the negative of the immediate future and of the completed past.

	2, unit 3 4B, units 1, 4	I II III, 2e étape 8e étape (exercices structuraux)	Book 3, Component 10, Module 1 Book 5, Component 17, "Un peu de tout"
--	-----------------------------	--	---

2. To express completed actions, using the auxiliary *être*.

	3, unit 7 4b, unit 2 4b, unit 3 + "Self-Service"	II III, 1ère étape	Book 5, Component 20, Module 1
--	---	-----------------------	--------------------------------

3. To express actions in the future tense in the affirmative and negative forms.

	4b, unit 5 4b, unit 6 4b, unit 7 + "Self-Service"	IV, 5e étape 6e étape	Book 7, Component 26, Module 1
--	--	--------------------------	--------------------------------

4. To express an action substituting the direct object with a direct object pronoun.

	5, unit 4 "A votre avis" <i>Le, la les</i> <i>S'il vous plaît</i>	II III, 1ère étape 3e étape 7e étape	Book 3, Component 11, Module 1
--	--	---	--------------------------------

5. To express an action with an indicate object noun.

	I		Book 2, Component 6, Module 2
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CATEGORY :

EXPRESSING LOCATION

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 8 The student will be able:

- | | | | |
|---|--|--|---|
| 1. To ask and tell where one comes from or goes to. | 1, units 21 and 22
4B, unit 5 | | Book 2, Component 7, Module 3
Book 2, Component 6, Module 3 |
| 2. To express direction relative to another location. | 3, unit 1
4A, unit 4
4A, unit 1
3, unit 1
1, unit 16A
1, unit 16B
3, unit 8
1, unit 40A | III
III, 1ère étape
4e étape
IV | Book 6, Component 23 (page 89)
Book 1, Component 4 (page 68)
Book 5, Component 18 (page 34)
Book 6, Component 22 (page 57)
Book 6, Component 22 (page 57) |
| 3. To express distance relative to another location. | 7, unit 16
"A votre avis" | | |

CATEGORY:
EXPRESSING TIME

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 8 The student will be able:

1. To express time on a 24 hour clock.

2. To use *déjà* and *pas encore*.

3. To indicate interruption of action.

Book 6, Component 23
"En d'autres mots"

Book 1, Component 3 (Lecture)

Book 4, Component 13 (Lecture)
Book 3, Component 10
"Entre nous"

III, 6e étape
IV, 1ère étape

IV, 1ère étape

CATEGORY:
 EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

En avant *Ici on parle français* *Passeport français*

Grade 8 The student will be able:

- | | | |
|--|----------------------|---|
| 1. To use the cardinal numbers up to 100,000. | IV, 4e étape | Books 4, 5, 6, 7, 8
Reference Section |
| 2. To express quantity using adverbs with the following noun. | II
IV, 4e étape | Book 6, Component 17
"Vocabulaire" |
| 3. To use the partitive article in affirmative and negative sentences. | II
IV, 1ère étape | Book 2, Component 5, Module 1
Book 3, Component 12, Module 2 |

CATEGORY:

EXPRESSING DESIRES, ABILITIES AND PERMISSION

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 8 The student will be able:

1. To ask and tell in the affirmative and negative what one knows how to do or what one is able to do.

5, unit 4
"A votre avis"
4A, units 1
and 3
4B, unit 4

IV, 2e étape
I, II
III, 8e étape

Book 4, Component 15, Module 2
Book 3, Component 10, Module 3
Book 4, Component 15
"Un peu de tout"

CATEGORY:
 EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 8 The student will be able:

- To express possession in answer to questions using all forms of the possessive adjective.

1, unit 25
 1, unit 28
 3, unit 5
 4A, unit 5/6
 "It's all Yours"

III, 2e étape
 5e étape

Book 1, Component 4, Module 1
 Book 2, Component 7, Module 2
 Book 3, Component 10, Module 2

CATEGORY:

SPECIFICATION OF PERSONS OR OBJECTS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 8 The student will be able:

1. To specify persons or objects using demonstrative adjectives.

Book 4, Component 13, Module 2

2. To specify persons and objects using suffixes *-ci* and *-là*.

Book 4, Component 13
"Entre nous"

CATEGORY:

INDIRECT SPEECH

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 8 The student will be able:

1. To relay a command.

Book 5, Components
Book 4, Component 14

III, 5e étape
(exercices
structuraux)

2. To relay a question.

Book 1, Components

III, 8e étape
(exercices
structuraux)

CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 8 The student will be able:

1. To express two ideas by connecting them with *qui*, *que* or *où*.

3, unit 2
5, unit 1
and 2
"A votre avis"
7, unit 11
"A votre avis"

III, 2e étape
3e étape
IV, 5e étape

Book 5, Component 17, Module 2
Book 7, Component 26, Module 2

CATEGORY :
SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
Grade 9 <u>The student will be able to express:</u>			
1. Farewells.			
2. Introducing someone.			
3. Thanks, acceptance of thanks.	2, unit 11	IV	
4. Apologies/acceptance of apologies.	4A, unit 1 4b, unit 8		
5. Gaining attention.			Book 1, Component 2 "Entre nous"
6. Approval and Disapproval/ Agreement and Disagreement.		III, 6e étape 7e étape IV	Book 4, Component 16 Vocabulaire
7. Good wishes.	3, unit 4 3, unit 9	III, 8e étape	Book 3, Component 10 "Entre nous"
8. Toasts.	1, unit 22		

CATEGORY:

IDENTIFICATION OF PERSONS OR OBJECTS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 9 The student will be
able:

1. To indicate someone or something using indefinite pronouns.

Introduction
1, unit 2
3, unit 2

IV
III, 5e étape

Book 5, Component 20
Vocabulaire (See also
example 3, page 82)

CATEGORY :

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 9 The student will be able.

1. To ask questions about actions and to express completed actions in the affirmative and negative.
2. To express continuous or repeated actions in the past, in the affirmative and negative forms.
3. To express recent past action in the affirmative and negative forms.
4. To express action using the reflexive verbs in the future.

4A, unit 4
4B, unit 1
4, unit 2
"A votre avis"
+ "Self-Service"

II
III, 8e étape
III, 1ère étape
5e étape

Book 5, Component 17, Module 1
Book 5, Component 18, Module 2
Book 5, Component 20, Module 1
Book 5, Component 19,
"Entre nous"
Book 5, Component 17,
"Un peu de tout" (See also
"Entre nous" page 77, Book 5)
Book 6, Component 21, Module 1

5, unit 5
6, unit 6
"A votre avis"
"Verbs, Verbs,
Verbs"

III, 5e étape
IV, 1ère étape

Book 6, Component 23, Module 1
Book 6, Component 24, Module 1

2, unit 7
5, unit 5

III, 7e étape

Book 6, Component 22, Module 1

"Self-Service"

V, 3e étape
III, 1ère étape
(Exercices
structuraux)

Book 7, Component 26, Module 1
(See exercise 1 and 3)
Book 4, Component 13, Module 1

CATEGORY:

EXPRESSING ACTIONS (continued)

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 9 The student will be able: (continued)

5. To express actions in various negative forms.

4b, unit 8
5, unit 3
"A votre avis"
6, unit 10
"The Never, Not,
Nothing, No More
Book

III, 6e étape
IV, 1ère étape

Book 6, Component 21, Module 2
Book 8, Component 30
"Tout ensemble"
Book 6, Component 21
"Tout ensemble"

CATEGORY:

DESCRIBING PEOPLE OR THINGS

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 9 The student will be able:

1. To make comparisons.

4B, unit 7
5, unit 1
"A votre avis"
"Words United"

III, 2e étape
4e étape
(exercices
structuraux)
6e étape

Book 6, Component 23, Module 2
Book 6, Component 24, Module 2
Review Section Book 7,
(page 125)

CATEGORY :

EXPRESSING LOCATION

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 9 The student will be
able:

1. To express direction.

3, unit 4

Book 6, Component 24
(Lecture)

CATEGORY :
EXPRESSING TIME

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 9 The student will be
able:

1. To ask and tell the exact
or approximate time using
adverbs.

V, 1ère étape

Book 6, Component 21
(Lecture)
Book 3, Component 10 with
"futur proche", Module 1,
also used in exercises in
Book 6, Component 26

CATEGORY:
EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 9 The student will be able:

1. To modify verbs with adverbs of quantity. III, 3e étape

2. To modify adverbs and adjectives with adverbs of quantity.

3. To express quantity using the pronoun *en*.

2, unit 4
 1, unit 8
 1, unit 29
 1, unit 38A
 5, unit 4
 and 5
 "A votre avis"
 "Little Things
 Mean a Lot"

Book 5, Component 19, Module 2

CATEGORY :

EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATIONS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 9 The student will be
able:

1. To ask and tell what one is obliged or is obliged not to do.

5, unit 3

"A votre avis"

Book 8, Component 31
"Tout ensemble"

Book 4, Component 16, Module 2

CATEGORY :

DESCRIBING PEOPLE OR THINGS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 9 The student will be able:

1. To describe likes and dislikes.
"S'il vous plaît"
2. To describe what suits or does not suit someone.

CATEGORY :
INDIRECT SPEECH

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 9 The student will be able:

1. To relay a question.

III, 8e étape
(exercices
structuraux)

Book 1, Component 2
Book 2, Component 7
Book 4, Component 14
Book 6, Component 22

CATEGORY :

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 9 The student will be able:

1. To express two ideas in the present tense by connecting them with *quand*.

3, unit 7
3, unit 8

IV, 7e étape

Book 4, Component 13,
"Un peu de tout 2"
Book 4, Component 16,
"Un peu de tout 2"
Book 4, Component 15,
"Un peu de tout 2"
Book 6, Component 24
Book 7, Component 26
"Tout ensemble"

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 10, 11 and 12

The following minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content:

LISTENING COMPREHENSION

At the end of Grade 12, the student, by listening, will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish among French intonation and stress patterns;
3. Demonstrate understanding of familiar questions, statements and instructions which incorporate the required linguistic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations;
6. Recognize specific information and ideas;
7. Demonstrate understanding of a passage by answering questions and by citing evidence to support conclusions;
8. Understand the general meaning of material containing some unfamiliar cognates or vocabulary items;
9. Demonstrate understanding of weather reports, newscasts, speeches, and stories by answering general questions orally or in writing;
10. Demonstrate the ability to understand the attitude and intent of the speakers;
11. Demonstrate the ability to perceive levels of language usage: formal, informal, colloquial, and regional.

SPEAKING

At the end of Grade 12, the student will be able to:

SPEAKING (continued)

1. Produce accurately French sounds, intonation, rhythm, stress, elision and liaison;
2. Respond orally to cues which require the use of required linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary;
7. Interview someone and report findings;
8. Present a summary of a specified topic;
9. Explain how to do something such as cook, sew, assemble, construct, repair or play an instrument;
10. Speak on a selected topic;
11. Persuade someone to do something or to allow you to do something;
12. Present a critique of a film, radio or television program or book;
13. Use the language orally in affective contexts.

READING

At the end of Grade 12, the student will be able to:

1. Read silently with comprehension familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation;
3. Read silently with comprehension recombinations and rearrangements of familiar material;
4. Read for general meaning, material containing some unfamiliar cognates or vocabulary items;

READING (continued)

5. Read for specific information and ideas;
6. Read in order to discuss a passage read by answering questions or by citing evidence to support conclusions;
7. Skim for comprehension of major ideas contained in a short text;
8. Read in order to summarize orally or in writing the content of what has been read;
9. Read newspaper and magazine articles for information and/or pleasure;
10. Use a unilingual French and French-English dictionary effectively;
11. Read in order to discuss selections from literature.

WRITING

At the end of Grade 12, the student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;
2. Write variations of known skits, dialogues and familiar narrative passages;
3. Write dictations based on familiar material learned orally;
4. Write answers to questions which utilize only familiar vocabulary;
5. Write guided compositions based on responses to questions from visual and oral cues;
6. Write answers to questions;
7. Write compositions;
8. Write a social letter;
9. Write a business letter.

CULTURAL UNDERSTANDING

At the end of Grade 12, the student will be able to:

1. Demonstrate knowledge of francophone cultures in Canada, France and

CULTURAL UNDERSTANDING (continued)

other countries;

2. Describe differences and similarities between these francophone cultures and his own;
3. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
4. Recognize cultural connotations of familiar vocabulary and expressions;
5. Use common conventionalities;
6. Research an area of personal interest.

SUGGESTED ALLOTMENT OF TIME FOR SKILL DEVELOPMENT

	Listening Comprehension (%)	Speaking (%)	Reading (%)	Writing (%)
Grade 10	25	40	20	15
Grade 11	25	40	20	15
Grade 12	25	40	20	15

PREMISES

1. This is a suggested allotment of class time only.
2. Although SL learning activities involve a multiplicity of skills, these time allotments indicate the proportion of class time to be spent on activities designed to emphasize the development of a particular skill.
3. Although the proportion of time for each of the skill areas remains constant, the actual time does increase in high school because of the increase from 100 hours to 125 hours of French instruction.
4. Since reading and writing activities are more appropriate for additional work outside of class time, it is assumed that at the high school level the amount of time spent on these activities will be greater than indicated on the suggested time allotments.

CATEGORY: EXPRESSING SOCIAL CONVENTIONS**PERFORMANCE STATEMENTS**

Grade 10: The student will be able:

1. to express greetings.
2. to express farewells.
3. to introduce someone.
4. to express thanks/to accept thanks.
5. to express apologies/to accept apologies.
6. to gain attention.
7. to express concern and sympathy.
8. to express approval and disapproval/agreement and disagreement.
9. to express good wishes.
10. to express toasts.
11. to express surprise.

LINGUISTIC CONTENT

Maintain content of Grades 4 - 9.

CATEGORY: IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 10: The student will be able:

1. to indicate someone or something using indefinite pronouns.
2. to ask and tell about nationality and place of origin.

Maintain Grades 7-8-9.

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 10: The student will be able:

1. to express acquaintance.

1.1 Subj. + connaître + n.

Je connais Michel.

2. to express knowledge of facts and of how to do things.

2.1 Subj. + savoir + n. infin.

Je sais la réponse.

Je sais travailler.

3. to specify persons, things or places by asking questions using interrogative adjectives.

3.1 Int. adj. + être + n. phrase.

Quel est votre numéro de téléphone?

3.2 Int. adj. + n. + v. + hyphen + subj. pron.

Quelle robe met-elle?

3.3 Int. adj. + n. + est-ce que + subj. + v.

Quelle robe est-ce qu'elle met?

4. to specify a person, thing, place or time by asking questions, using interrogative adverbs.

4.1 Maintain content of Grades 7-9.

CATEGORY:

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 10: The student will be able:

1. to express an action occurring in the present.
2. to express an action in the immediate future.
3. to express commands or suggestions.
4. to express recent past actions.
5. to express past actions.
6. to express continuous or repeated actions in the past in the affirmative and in the negative forms.
7. to express actions using reflexive verbs, in the affirmative and negative forms.
8. to express actions in the future using certain subordinate conjunctions.
9. to express an action using negation with an infinitive.

Maintain linguistic content from grades 4 to 9.

8.1 Subj. + conj. + subj. + v. + subj. + v.

Aussitôt que Marc viendra, il verra.

Note: After *quand, lorsque, dès que, aussitôt que*, the future is used if the future is implied or if the action refers to the future.

9.1 Subj. + v. + *ne pas*
ne jamais + infin.
ne plus
ne rien

Je préfère | *ne pas partir.*
ne jamais mentir.
ne plus attendre.
ne rien dire.

9.2 Subj. + v. + *ne pas*
ne jamais + object pron. + infin.
ne plus

J'espère ne pas | *le*
la | *perdre.*
les |

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS

10. to express an action in the affirmative and negative, using direct object and indirect object pronoun.

LINGUISTIC CONTENT

10.1 **Subj. + pron. + pron. + v.**

Il donnera la pomme au professeur.

Il la lui donnera.

Subj. + ne + pron. + pron. + v. + pas.

Il ne donnera pas la pomme au professeur.

Il ne la lui donnera pas.

10.2 **Subj. + venir de + pron. + pron. + infin.**

Je viens de donner mes clefs à mon fils.

Je viens de les lui donner.

10.3 **Subj. + pron. + pron. + aux. + p.p.**

J'ai mis les jupes dans l'armoire.

Je les y ai mises.

J'ai acheté des disques pour Edouard.

Je lui en ai acheté.

Subj. + ne + pron. + pron. + aux. + pas + p.p.

Elle n'a pas posé la question à l'enfant.

Elle ne la lui a pas posée.

Note: 1. In the *passé composé*, the past participle agrees in gender and number with the direct object pronoun which precedes the auxiliary verb *avoir*.

2. The usual order of object pronoun is:

<i>me</i>		<i>le</i>			
<i>te</i>	-	<i>la</i>	-	<i>lui</i>	- <i>y-en</i> + verb
<i>nous</i>		<i>les</i>		<i>leur</i>	
<i>vous</i>					
<i>se</i>					

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS

15. to express an action in the past tense to state what had happened.
16. to express an action with verbs requiring no preposition before the infinitive.
17. to express an action using verbs requiring *à* before the infinitive.
18. to express an action using verbs requiring *de* before the infinitive.

LINGUISTIC CONTENT

- 15.1 *être*
Subj. + *avoir* (imperfect) + p.p. + ...

J'avais parlé à mon ami.

Je n'avais pas parlé à mon ami.

Il était allé au parc.

Elle était allée au parc.

Il n'était pas allé au parc.

Elle n'était pas allée au parc.

Maintain linguistic content Grades 7-9.

- 17.1 Subj. + v. + *à* + infin. + n.

J'aide à trouver le livre.

Note: Some common verbs requiring *à*:

apprendre

réussir

commencer

se décider

inviter

- 18.1 Subj. + v. + *de* + infin.

Je promets de t'accompagner.

Note: Some common verbs requiring *de*:

cesser

oublier

essayer

regretter

CATEGORY:

EXPRESSING LOCATION

PERFORMANCE STATEMENTS**LINGUISTIC CONTENT**

Grade 10: The student will be able:

1. to ask and tell where one lives, goes to or comes from.
2. to express direction relative to another location.
3. to express direction.

Maintain the linguistic content of Grades 4 - 9

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

Grade 10: The student will be able:

1. to express possession using all forms of the possessive adjectives.
2. to express possession using all forms of the possessive pronouns.

LINGUISTIC CONTENT

Maintain linguistic content for Grades 4 - 9.

2.1 A qui + v. + n.

A qui sont ces livres?

Ce sont + poss. pron.

*Ce sont les miens.
les siens.*

Possessive Pronouns			
Masculin		Féminin	
Singular	Plural	Singular	Plural
<i>Le mien</i>	<i>les miens</i>	<i>la mienne</i>	<i>les miennes</i>
<i>Le tien</i>	<i>les tiens</i>	<i>la tienne</i>	<i>les tiennes</i>
<i>Le sien</i>	<i>les siens</i>	<i>la sienne</i>	<i>les siennes</i>
<i>Le nôtre</i>	<i>les nôtres</i>	<i>la nôtre</i>	<i>les nôtres</i>
<i>Le vôtre</i>	<i>les vôtres</i>	<i>la vôtre</i>	<i>les vôtres</i>
<i>Le leur</i>	<i>les leurs</i>	<i>la leur</i>	<i>les leurs</i>

CATEGORY: EXPRESSING TIME**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 10: The student will be able:

1. to express length and duration of time using *il y a*, *depuis*, *pendant* and *pour*.
2. to express an action begun in the past and continuing in the present.
3. to express action in relation to previous actions.

1.1 Subj. + v. + time expression

Nous sommes arrivés il y a dix minutes.

Ils étudient depuis la semaine passée.

Elle travaillera pendant mon absence.

Il vient pour quinze jours.

Note: The present tense is used here with *depuis* on the grounds that the action is still continuing.

2.1 *J'habite Genève depuis trois ans.*

Il y a trois ans que j'habite Genève.

(Cela) Ça fait trois ans que j'habite Genève.

Voilà trois ans que j'habite Genève.

3.1 *Il est arrivé à la même heure que lundi dernier.*

Il est arrivé plus tard qu'hier.

Il arrivera plus tôt que la semaine dernière.

CATEGORY: EXPRESSING WISHES, PREFERENCE, EMOTIONS, UNCERTAINTY AND FEELINGS

PERFORMANCE STATEMENTS

Grade 10: The student will be able:

1. to express a wish, using *avoir envie de*.

LINGUISTIC CONTENT

- 1.1 Subj. + *avoir + envie de + infin.*

Elle a envie de chanter.

Elle avait envie de chanter.

Elle aura envie de chanter.

CATEGORY: EXPRESSING OBLIGATION AND NECESSITY**PERFORMANCE STATEMENTS**

Grade 10: The student will be able:

1. to express obligation.
2. to express necessity.

LINGUISTIC CONTENT

Maintain the linguistic content from Grades 4 - 9.

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS

Grade 10: The student will be able:

1. to describe people and things with adjectives formed by using suffixes.

3. to describe people or things by using prepositional phrases.

LINGUISTIC CONTENT

- 1.1 -eux (*malheureux*)
 (malheureuse)
 -ain (*américain*)
 -ais (*français*)
 -ien (*canadien*)
 -ois (*chinois*)

Note: Add *ment* to the feminine singular forms of the adjective.

naturel → *naturelle* → *naturellement*

If the masculine singular form of the adjective ends in a vowel, add *ment* to the masculine singular rather than to the feminine.

- 3.1 N. + prepositional phrase

le rayon des bonbons
la crème glacée au chocolat
le canard à l'orange
la femme aux cheveux blonds
un match de hockey

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 10: The student will be able:

1. to express quantity of people, things and conditions.
2. to ask and tell about parts of the whole in the affirmative and negative.

Maintain the linguistic content of Grades 4 - 9.

CATEGORY: EXPRESSING CAUSE AND EFFECT**PERFORMANCE STATEMENTS**

Grade 10: The student will be able:

1. to express a reason as to why an action is or is not performed, using the conjunctions *parce que, car, donc.*

LINGUISTIC CONTENT

- 1.1 *Monsieur Thomas aime la soupe à l'oignon, donc il en prend souvent.*
Parce qu'il n'est pas bon cuisinier, Luc va souvent au restaurant.
Il s'habille bien car il fait froid.
- 1.2 *C'est à cause de son âge qu'il ne peut pas faire du patin à roulettes.*
Il va au théâtre pour voir son idole.

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS

Grade 10: The student will be able:

1. to report what someone says.
2. to report what someone said.
3. to express what someone will say.

LINGUISTIC CONTENT

Maintain Grades 7-9.

2.1 Subj. + v. + que + subj. + v.

Il a dit qu'il travaillait.

Il a dit qu'il travaillerait.

Il a dit qu'il avait travaillé.

3.1 Subj. + v. + que + subj. + v.

Je dirai qu'il travaille.

Je dirai qu'il travaillera.

Je dirai qu'il travaillerait.

Je dirai qu'il avait travaillé.

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 10: The student will be able:

1. to express the relationship between two or more ideas, using conjunctions.
2. to express conditional relationships using *si*.

Maintain content of Grades 4 - 9.

Note: Other conjunctions; refer to suggested vocabulary list.

- 2.1 *Je mange si j'ai faim.*
Je mangerai si j'ai faim.
Mange, si tu as faim.
Je mangerais, si j'avais faim.

Note: Result Clause	<i>Si</i> Clause
Present	Present
Future	Present
Imperative	Present
Conditional Present	Imperfect

CATEGORY

PERFORMANCE STANDARDS



CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 11: The student will be able:

1. to express greetings.
2. to express farewells.
3. to introduce someone.
4. to express thanks.
5. to express apologies.
6. to gain attention.
7. to express concern and sympathy.
8. to express approval and disapproval.
9. to express manners.
10. to express good wishes.
11. to express toasts.
12. to express surprise.

Maintain content of Grades 4 - 10.

CATEGORY: IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 11: The student will be able:

1. to identify persons and things using indefinite pronouns and adjectives.

- 1.1 *Quelqu'un est à la porte.*
Personne n'est à la porte.
Quelque chose s'est passé.
Rien ne s'est passé.
Plusieurs sont arrivés.
Aucun n'est arrivé.

NOTE: INDEFINITE PRONOUNS

Affirmative

Negative

<i>plusieurs</i>	<i>aucun, aucune nul, nulle</i>
<i>quelques-uns quelques-unes on, tous, toutes</i>	<i>personne</i>
<i>quelque chose tout, toute</i>	<i>rien</i>

- 1.2 *Il a parlé à chaque élève.*
Il n'a parlé à aucun élève.
Plusieurs pompiers sont entrés dans la maison.
Nul n'est revenu.
Tous les gens sont arrivés.

NOTE: INDEFINITE ADJECTIVES

Affirmative

Negative

<i>certain chaque plusieurs tel, telle tout, toute tous, toutes</i>	<i>nul, nulle aucun, aucune</i>
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CATEGORY: EXPRESSING ACTIONS**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 11: The student will be able:

1. to express an action occurring in the present.
2. to express an action in the immediate future.
3. to express an action in the future tense.
4. to express commands or suggestions.
5. to express recent past actions.
6. to express past actions.
7. to express continuous or repeated actions.
8. to express actions related to oneself.
9. to express actions, while substituting the direct object with a direct object pronoun and the indirect object with an indirect object pronoun.
10. to express an action using the present participle.
11. to express an action using the pluperfect tense.
12. to express an action in the conditional present.
13. to express an action through the use of infinitives, with or without prepositions.

Maintain content of Grades 4 - 10.

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

14. to express what would have happened under certain conditions.

15. to express what will or shall have happened.

Conditional Perfect

14.1 Subj. + conditional aux. + p.p. + ...

Ils auraient gagné s'ils avaient mieux joué.

Future Perfect

15.1 Subj. + future aux. + p.p. + ...

Je serai parti quand il arrivera.

CATEGORY: EXPRESSING LOCATION**PERFORMANCE STATEMENTS**

Grade 11: The student will be able:

1. to ask and tell where one lives, goes to or comes from.
2. to express location using the adverbial pronoun *y*.
3. to express location using the adverbial pronoun *en*.

LINGUISTIC CONTENT

Maintain content of grades 4 - 10.

CATEGORY:

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 11: The student will be able:

1. to express possession using all forms of the possessive pronouns.
2. to express possession using all forms of the possessive adjectives.

Maintain content of grades 4 - 10.

CATEGORY: EXPRESSING WISHES, PREFERENCE, EMOTIONS, UNCERTAINTY AND FEELINGS

PERFORMANCE STATEMENTS

Grade 11: The student will be able:

1. to express what one likes or does not like using disjunctive pronouns.

2. to express necessity using the subjunctive.

3. to express wishes, wants or preference using the subjunctive.

LINGUISTIC CONTENT

Est-ce que tu aimes la musique?

Oui, j'aime la musique.

Non, je n'aime pas la musique.

Affirmative

1.1 Disjunctive pron. + *aussi* + subj. + v. + object

Moi aussi, j'aime la musique.

Lui aussi, il aime la musique.

Negative

1.2 Disjunctive pron. + *non plus* + pron. subj. + *ne* + v. + *pas* + object.

Moi non plus, je n'aime pas la musique.

Eux non plus, ils n'aiment pas la musique.

1.3 Subj. + indir. object pron. + *plaire*.

La pipe lui plaît.

Ses robes te plaisent.

2.1 *Il faut + que + subj. + v.*

Il faut que tu ailles.

2.2 *Il + est nécessaire + que + subj. + v.*

Il est nécessaire que tu ailles.

Wishing

3.1 Subj. + v. + *que* + subj. + v.

Je désire que vous soyez heureux.

Je souhaite que vous réussissiez.

Wanting

3.2 Subj. + *vouloir* + *que* + subj. + v.

Je veux que tu ailles au cinéma.

CATEGORY:

EXPRESSING WISHES, PREFERENCE, EMOTIONS,
UNCERTAINTY AND FEELINGS (cont'd)

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

4. to express emotion using
the subjunctive.

5. to express uncertainty.

Preference3.3 Subj. + *préférer*
aimer mieux + que + subj. + v.*Je préfère que vous chantiez.**J'aime mieux qu'ils finissent leur travail.*3.4 *Il vaut mieux + que + subj. + v.**Il vaut mieux que tu fasses du ski.*4.1 Subj. + v. + *content*
heureux + que + subj. + v.
*désolé**Je suis heureux qu'il soit venu.*4.2 Subj. + *avoir peur* + que + subj. + v.*J'ai peur que ce soit la grippe.*4.3 Subj. + *regretter* + que + subj. + v.*Je regrette que Paul soit malade.*5.1 Subj. + *douter* + que + subj. + v.*Je doute qu'il soit arrivé.*5.2 Subj. + *ne + croire + pas + que + subj. + v.*
*+ penser**Je ne crois pas que vous partiez.**Je ne pense pas que vous partiez.*

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 11: The student will be able:

1. to describe people or things using the comparative and superlative forms of adjectives.
2. to describe actions using the comparative and superlative forms of adverbs.
3. to describe people and things with adjectives formed by adding suffixes.
4. to use adverbs of quantity with compound tenses.
5. to describe adjectives and adverbs using adverbs of quantity.

1.1 Maintain content of grades 4 - 10.

2.1 Maintain content of grades 4 - 10.

- 3.1
- al (*mondial (e)*)
 - esque (*pittoresque*)
 - if (*sportif*)
 - able (*charitable*)
 - ible (*audible*)
 - uble (*soluble*)

4.1 Subj. + aux. + adv. + p.p.

Tu as trop dormi.

Maintain content of grades 4 - 10.

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

Grade 11: The student will be able:

1. to ask and tell about parts of the whole, using the pronoun *en*.
2. to express quantity using the pronoun *en* in combination with expressions of quantity.

LINGUISTIC CONTENT

Maintain content of Grades 7 - 10.

CATEGORY: EXPRESSING CAUSE AND EFFECT**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 11: The student will be able:

1. to express a reason as to why an action is or is not performed, using the conjunctions *comme, puisque, alors*.

1.1 Maintain content of grade 10.

1.2 *Comme il fait beau, je vais à la plage.
Puisque tu es en retard, téléphone pour un taxi.
Il pleuvait, alors je ne suis pas sorti.*

2. to express a reason as to why an action is or is not performed, using the preposition *afin de*.

2.1 Maintain content of grade 10.

2.2 *Il travaille au magasin afin de gagner de l'argent.*

CATEGORY: INDIRECT SPEECH**PERFORMANCE STATEMENTS**

Grade 11: The student will be able:

1. to report what someone had said.

LINGUISTIC CONTENT

1.1 Subj. + v. + *que* + subj. + v.

Il avait dit qu'il aurait travaillé.

Il avait dit qu'il travaillerait.

CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 11: The student will be able:

1. to express the relationship between two or more ideas, using conjunctions.
2. to express a relationship of time between the action of the principal clause and the action of the subordinate clause.
3. to express the relationship between the action of the principal clause and the action of the subordinate clause, indicating that an action would take place if a condition had been realized.

Maintain content grade 10.

- 2.1 *Je crois qu'il chante.*
J'ai cru qu'il chantait.
- 2.2 *Je crois qu'il a chanté.*
Je crois qu'il chantait.
J'ai cru qu'il avait chanté.
- 2.2 *Je crois qu'il chantera.*
J'ai cru qu'il chanterait.

Principal	Subordinate
Present/future	Present Future Passé Composé Imperfect
Present perfect (past)	Imperfect Conditional Present Pluperfect

Maintain content of Grade 10.

Conditional perfect in result clause.

- 3.2 Conditional perfect + *si* + pluperfect.

Je l'aurais vu, si Paul était venu.

Result Clause	<i>Si</i> Clause
Present	Present
Future	Present
Imperative	Present
Conditional Present	Imperfect
Conditional Past	Pluperfect

CATEGORY: EXPRESSING RELATIONSHIPS (cont'd)

PERFORMANCE STATEMENTS

4. to express the relationship of time using *quand, lorsque, dès que, aussitôt que*, to show that the action of the subordinate clause occurs either before or at the same time as the action of the principal clause.
5. to express the relationship between the principal clause and the subordinate clause, when the principal clause indicates necessity, wishes, preference, emotion or uncertainty.
6. to express the relationship between the principal clause and the subordinate clause with the following conjunctions *pour que, afin que, avant que, jusqu'à ce que, à moins que ... (ne), quoique, bien que, sans que*.

LINGUISTIC CONTENT

4.1 Maintain content of grade 10.

5.1 Present and past subjunctive:

Subj. + v. + *que* + subjun.

Je doute qu'il soit malade.

Je regrette qu'il soit allé au cinéma.

Il faudra qu'il aille à l'école.

6.1 *Il travaille afin que les enfants mangent.*

Il travaillera afin que les enfants mangent.

J'irai au cinéma à moins que Paul ne vienne ici.

Je vais au cinéma à moins que Paul ne vienne ici.

Je vais au cinéma à moins que Paul ne soit venu.

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 11: The student will be able:

1. to specify persons or things using demonstrative pronouns.

1.1 *Celui*
Celle + subordinate clause + v. + ...
Ceux
Celles

Celui qui danse est mon frère.

1.2 *Celui*
Celle + prep. + subordinate clause + v.
Ceux
Celles

Celle à qui j'ai parlé adore la musique.

2. to express relative, temporal and spatial distance using - *ci* and - *là* with demonstrative pronouns.

2.1 *Celui-ci aime la musique, celui-là les sports.*
Voilà deux robes: j'aime celle-ci mais je déteste celle-là.

3. to specify persons or things using the invariable demonstrative pronouns *ça*, *cela* and *ceci*.

3.1 *Ça se peut.*
Cela m'étonne.
Ceci est très important.
J'aime ceci mais pas cela.

4. to specify persons or things using relative pronouns.

4.1 **Subj. + qui + v. + ...**

L'arbre qui n'a pas de feuilles se trouve devant la maison.

4.2 **Subj. + que + subj. + v. + ...**

La femme que vous cherchez connaît ma soeur.
Les images que les garçons regardent sont belles.

Note: Also, particularly in writing:

Les images que regardent les garçons sont belles.

4.3 **Subj. + prep. + subordinate clause + v. + ...**

Le garçon de qui tu parles est mon frère.

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS (cont'd)

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

4.4 Subj. + prep. + *lequel*
laquelle + subj. + v.
lesquels
lesquelles

La table sur laquelle vous travaillez est ancienne.

Note 1: *Lequel* as object of the preposition *à* and *de*.

à + laquelle = à laquelle
à + lequel = auquel
à + lesquelles = auxquelles
à + lesquels = auxquels

de + laquelle = de laquelle
de + lequel = duquel
de + lesquelles = desquelles
de + lesquels = desquels

Note 2: *De + relative pronoun* is frequently replaced by *dont*.

L'interrupteur dont tu parles ne fonctionne pas.

5. to specify persons or things using interrogative pronouns.

5.1 Subjects:

Qui + v.?
Qui est-ce qui
Qu'est-ce qui

Subject (persons):

Qui fera du ski?

Qui est-ce qui fera du ski?

Subject (things):

Qu'est-ce qui est arrivé?

5.2 Objects:

For persons:

Qui as-tu vu?

Qu'est-ce que tu as vu?

For things:

Que feras-tu?

Qu'est-ce que tu as fait?

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS (cont'd)

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

5.3 Object of the preposition:

For persons:

Avec qui Jeanne est-elle venue?

For things:

Contre quoi protestes-tu?

INTERROGATIVE PRONOUNS

Role in sentence	persons	things
Subject of verb	<i>qui est-ce qui</i>	<i>qu'est-ce qui</i>
Object of verb	<i>qui qui est-ce que</i>	<i>que qu'est-ce que</i>
Object of preposition	<i>qui</i>	<i>quoi</i>

CATEGORY

PERFORMANCE STATISTICS







CATEGORY: EXPRESSING SOCIAL CONVENTIONS**PERFORMANCE STATEMENTS**

Grade 12: The student will be able:

1. to express greetings.
2. to express farewells.
3. to introduce someone.
4. to express thanks.
5. to express apologies.
6. to gain attention.
7. to express concern and sympathy.
8. to express approval and disapproval.
9. to express manners.
10. to express good wishes.
11. to express toasts.
12. to express surprise.

LINGUISTIC CONTENT

Maintain previous linguistic content.

- 3.2 Formal introduction for an audience.
J'ai le plaisir de vous présenter ...

- 11.1 Formal toasts at a banquet.
Levez le verre à la santé de ...

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 12: The student will be able:

1. to express quantity of people, things and conditions.
2. to ask and tell about parts of the whole in the affirmative and negative.
3. to ask and tell about parts of the whole in the affirmative and negative using the pronoun *en*.
4. to express quantity using the pronoun *en* in combination with expressions of quantity.

Maintain previous linguistic content.

CATEGORY: IDENTIFICATION OF PERSONS AND OBJECTS**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 12: The student will be able:

1. to identify persons and objects using present participles, past participles and infinitives as nouns.

- 1.1 Maintain previous linguistic content.
- 1.2 *Il regarde les passants.*
J'attends les invités.
Voir c'est croire.

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS**PERFORMANCE STATEMENTS**

Grade 12: The student will be able:

1. to specify persons and objects by emphasizing them, using *ce que*, *ce qui*, *ce dont*.

LINGUISTIC CONTENT

1.1

*Ce que**Ce qui + ... + c'est +**Ce dont*

Ce que j'ai décidé, c'est de partir tout de suite.

Ce qui est agréable, c'est le week-end.

Ce dont elle a besoin, c'est de l'argent.

CATEGORY:

DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 12: The student will be able:

1. to describe people or things using the comparative and superlative forms of adjectives.
2. to describe actions using the comparative and superlative forms of adverbs.
3. to describe people and things with adjectives formed by adding suffixes.
4. to describe actions using adverbs formed with suffixes.
5. to describe people or things by using adjective phrases.
6. to describe things using technical and idiomatic terms.
7. to describe persons or objects using similes.
8. to describe persons or objects using the past participle as an adjective.
9. to describe persons and objects using the present participle as an adjective.

Maintain previous linguistic content.

- 3.1 - *ier journalier (ère)*
 - *ien aérien (ne)*
 - *ard bavard (e)*
 - *âtre jaunâtre*
 - *et rondelet (te)*

Maintain previous linguistic content.

7.1 *Il est + adj. + comme + noun phrase*

- Il est grand comme la Tour Eiffel.*
Il est fort comme Samson.
Il est épais comme un livre.
Il est rond comme une boule.
Il est courageux comme un lion.
Il est beau comme un coeur.

8.1 *Les jeunes filles, prises de peur, ont crié.*

- 9.1 *J'aime un chien obéissant.*
Ce sont des élèves travaillants.
Cette femme est ravissante.
Le soleil levant chasse la nuit.

CATEGORY: EXPRESSING ACTIONS**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 12: The student will be able:

1. to express an action in the present.
2. to express an action in the immediate future.
3. to express an action in the future tense.
4. to express command or suggestions.
5. to express recent past actions using *venir de*.
6. to express past actions.
7. to express continuous or repeated actions.
8. to express actions related to oneself.
9. to express actions, while substituting the direct object pronoun and the indirect object with an indirect object pronoun.
10. to express an action using the present participle.
11. to express an action using the pluperfect tense.
12. to express an action in the conditional.
13. to express an action through the use of infinitive verbs, with or without prepositions.
14. to describe what will or shall have happened.

Maintain previous linguistic content.

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS

15. to express necessity, wishes, preference, emotion, uncertainty.
16. to express an action using the historical past.
17. to express past action using *après*.
18. to express an action in the passive voice.

LINGUISTIC CONTENT

15.1 Maintain previous linguistic content.

16.1 Historical Past (Past Definite)
Il vécut au dix-septième siècle.

17.1 *Après + être
avoir + p.p. + ...*

Après avoir chanté

Après être parti (e)

Note: 1. The past infinitive is the only verb form possible after *après*.

2. The agreement of the past participle is the same as in compound tenses.

18.1 *Subj. + être + p.p. + par
de + agent.*

Le chat est mangé par le chien.

Il est aimé de tout le monde.

18.1 *Subj. + aux. + été + p.p. + de
par + agent.*

La table a été mise par la servante.

CATEGORY: Indirect Speech**PERFORMANCE STATEMENTS**

Grade 12: The student will be able:

1. to report what someone says, has said or will say in both the affirmative and negative form.

LINGUISTIC CONTENT

Maintain previous linguistic content.

CATEGORY: EXPRESSING CAUSE AND EFFECT**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 12: The student will be able:

1. to express a reason as to why an action is or is not performed using the following conjunctions: *attendu que, étant donné que, vu que.*
2. to express a reason as to why an action is or is not performed using the preposition *grâce à.*

- 1.1 Maintain previous linguistic content
- 1.2 *Attendu que les témoins ne sont pas ici, la cour est remise.*
Étant donné qu'il se fait tard, il vaut mieux partir.
Vu que les étudiants sont fatigués, il n'y aura pas de classe aujourd'hui.
- 2.1 Maintain previous linguistic content.
- 2.2 *Il a réussi à l'examen grâce à son effort.*

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 12: The student will be able:

1. to express the relationship between two or more ideas using conjunctions.
2. to express the relationship of time between the action of the principal clause and the action of the subordinate clause.
3. to express the relationship between the action of the principal clause and the action of the subordinate clause, indicating that an action would take place if a condition had been realized.
4. to express the relationship of time using *quand*, *lorsque*, *dès que*, *aussi-tôt que*, to show that the action of the subordinate clause occurs either before or at the same time of the principal clause.
5. to express the relationship between the principal clause and the subordinate clause, when the principal clause indicated necessity, wishes, preference, emotion, uncertainty.
6. to express the relationship between the principal clause and the subordinate clause with the following conjunctions *pour que*, *afin que*, *avant que*, *jusqu'à ce que*, *à moins que*, *quoique*, *bien que*, *sans que*.

Maintain previous linguistic content,

CATEGORY:

EXPRESSING RELATIONSHIPS (cont'd)

PERFORMANCE STATEMENTS

7. to express the relationship of time to show that the action of the subordinate clause occurs before the action of the principal clause.

LINGUISTIC CONTENT

7.1 Après avoir fini ton travail -

- *tu vas au cinéma.*
- *tu es allé au cinéma.*
- *tu allais au cinéma.*
- *tu vas aller au cinéma.*
- *tu iras au cinéma.*

CATEGORY: EXPRESSING LOCATION**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 12: The student will be able:

1. to ask and tell where one lives, goes to or comes from.
2. to express direction.
3. to express location using the adverbial pronouns *y* and *en*.

Maintain previous linguistic content.

CATEGORY: EXPRESSING POSSESSION**PERFORMANCE STATEMENTS****LINGUISTIC CONTENT**

Grade 12: The student will be able:

1. to express possession using all forms of the possessive pronouns.
2. to express possession using all forms of the possessive adjectives.

Maintain previous linguistic content.

CATEGORY: EXPRESSING NECESSITY, WISHES, PREFERENCE, EMOTIONS, UNCERTAINTY AND FEELING

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 12: The student will be able:

1. to express necessity, wishes, wants, preference, emotion and uncertainty using the subjunctive.
2. to express fear using the subjunctive.

1.1 Maintain previous linguistic content.

2.1 Subj. + *avoir peur* / *craindre* + que + subj. + ne + v.

Il a peur qu'elle ne soit devenue paresseuse.

Je crains qu'elle ne vienne.

Note: After verbs of fearing used affirmatively, a *ne* is used before the verb in the subordinate clause.

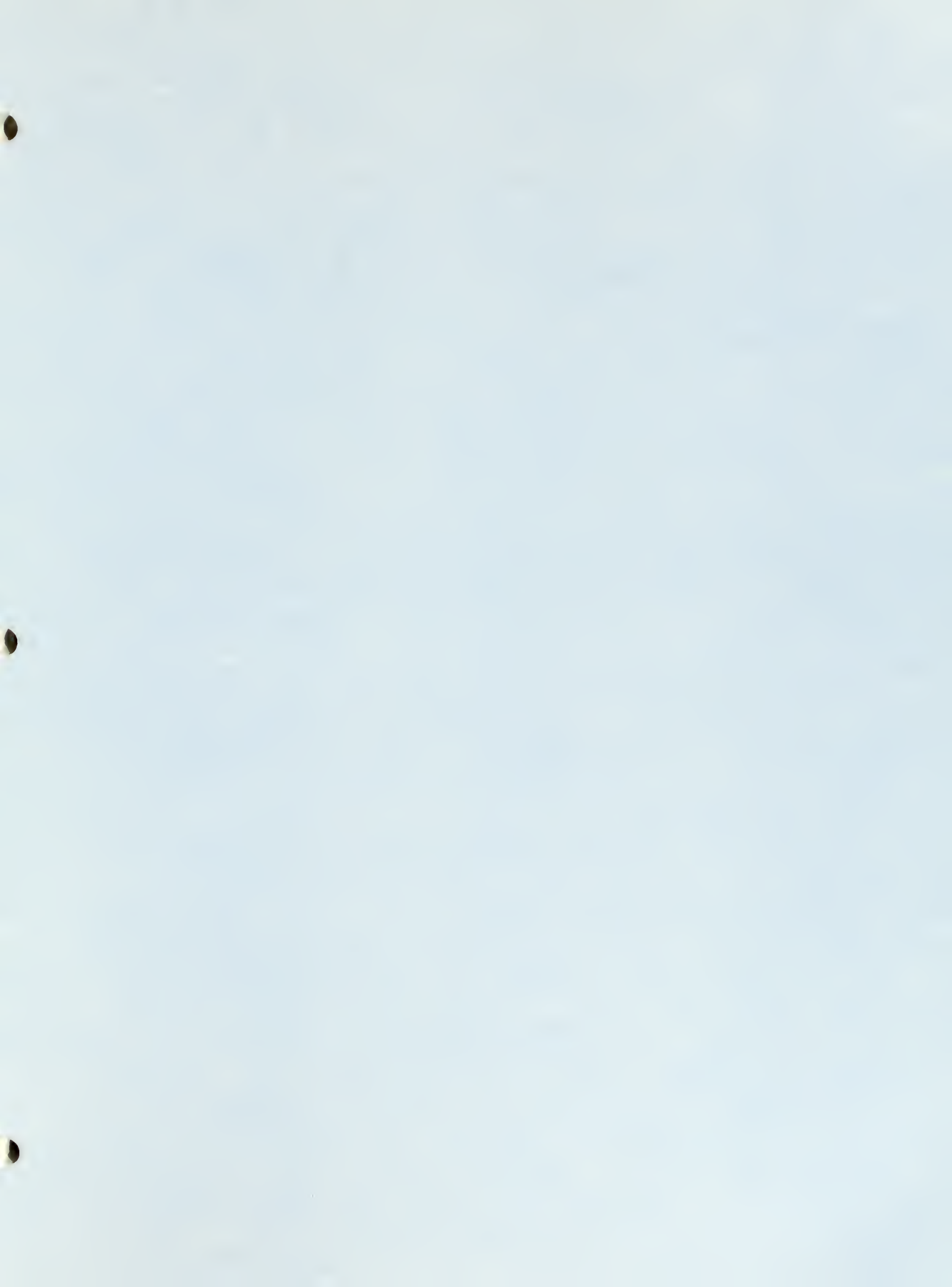
MAJOR CULTURAL THEMES

These cultural themes are to be developed as part of core content in Grades 10, 11 and 12, but specific topics within each theme are elective:

1. CONVENTIONS
2. ROLE OF THE FAMILY IN SOCIETY
3. ROLE OF EDUCATION IN SOCIETY
4. ROLE OF GOVERNMENT IN SOCIETY
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

COURSE OUTLINE

GRADE	ALBERTA	CANADA OUTSIDE QUEBEC	QUEBEC	WORLD
4	Family centres, Christmas, Easter Songs			
5		Fêtes, Geography, History, Daily Living, Speech, Crafts		
6			Fêtes, Geog- raphy, History, Daily Living, Sports, Crafts	
7	Cuisine, Fêtes, Songs/Music, Family, Geography, History, Famous People, Arts, Daily Living, Sports, Leisure, Crafts			
8		Daily Living, Family, Friends and Acquaint- ances, Attitudes, Famous People		
9			Geography, History, Contemporary Québec Influence	
10				France Geography, Economy, People, Daily Life, Arts, Science and Technology
11				World Location, History, Lifestyle, Influence, Attitudes
12	See the topics suggested in the Handbook			



SUGGESTED VOCABULARY

GRADES 10-11-12

LA FAMILLE

un mari
un papa
un père

un cousin
un neveu
un oncle

un grand-père
un petit-fils

un bébé
un enfant
un fils
un frère
un garçon
un jumeau

un beau-frère
un beau-père
un bonhomme
un cadet
un cavalier

un époux
un fiancé
un gamin (familier)
un gendre
un gosse (familier)
un ménage

une femme
une maman
une mère

une cousine
une nièce
une tante

une grand-mère
une petite-fille

une enfant

une soeur
une fille
une jumelle

une belle-soeur
une belle-mère
une bonne
une cadette
une cavalière
une dame
une demoiselle
une épouse
une fiancée
une gamine
une bru
une gosse
une naissance
une parenté

SUGGESTED VOCABULARY

GRADES 10-11-12

LES VETEMENTS

un blanchissage
un blanchisseur
un bottillon
un col
un cordon
un foulard
un gilet
un jupon
un lacet
du linge
un pull-over
un pyjama
un ruban
un sous-vêtement
un tailleur
un talon
un tricot
un tweed
un veston

une boucle
une casquette
une couture
une dentelle
une épingle
une étoffe
une garde-robe
une semelle
une toile
une veste

des cosmétiques

LES ACCOUTREMENTS

un bijou
un collier
un portefeuille
un porte-monnaie

une bague
une boucle d'oreille

LE MAQUILLAGE

un fard
un rouge à lèvres

SUGGESTED VOCABULARY

GRADES 10-11-12

LA MAISON

un premier étage
un rez-de-chaussée
un salon
un sous-sol (canadianisme)

une chambre (à coucher)
une cuisine
une pièce
une salle à manger
une salle de bain (s)
une salle de jeux
une salle de récréation
une salle de séjour
les toilettes

un jardin
un jardin potager

PARTIES D'UNE PIÈCE:

un mur
un plafond
un plancher

un bureau
un fauteuil
un lit

un appartement
un ascenseur
un escalier

un arrosoir
un aspirateur
un balai
un cendrier
un divan
un drap
un étage
un évier
un fourneau
un garde-fou
un lavabo
un vestibule

une cheminée
une fenêtre
une porte
une sonnette

une chaise
une lampe
une pendule
une table

une ampoule
une baignoire
une batterie de cuisine
une clôture
une demeure
une échelle
une lessive
une pelouse

SUGGESTED VOCABULARY

GRADES 10-11-12

LES SAISONS ET LE TEMPS

*un banc de neige
un baril
un brouillard
un climat
un éclair
un éclat
un flot
un givre
un orage
un tonnerre*

*une averse
une boue
une brume
une chaleur
une clarté
une foudre
une gelée
une goutte
une grêle
une humidité
une lueur
une noirceur
une obscurité
une ombre
une poudrerie
une tempête
une température*

SUGGESTED VOCABULARY

GRADES 10-11-12

LES SPORTS ET LES JEUX

<i>un adversaire</i>	<i>une arène</i>
<i>un amateur</i>	<i>une balle</i>
<i>l'athlétisme</i>	<i>une bille</i>
<i>un avantage</i>	<i>une boule</i>
<i>un balai</i>	<i>une canne</i>
<i>un ballon</i>	<i>une carabine</i>
<i>le basket</i>	<i>une casquette</i>
<i>un bateau</i>	<i>une chasse</i>
<i>un bâton</i>	<i>une course</i>
<i>un billiard</i>	<i>une équipe</i>
<i>un boxeur</i>	<i>une ficelle</i>
<i>un but</i>	<i>une foule</i>
<i>un canotier</i>	<i>la natation</i>
<i>un capitaine</i>	<i>la pêche</i>
<i>un casque</i>	<i>une pente</i>
<i>un court (de tennis)</i>	<i>une quille</i>
<i>le curling</i>	<i>une rame</i>
<i>le cyclisme</i>	<i>une raquette</i>
<i>un entraînement</i>	<i>une rondelle</i>
<i>un équipement</i>	<i>la voile</i>
<i>un esprit</i>	
<i>un filet</i>	
<i>le football</i>	
<i>un fusil</i>	
<i>un gant</i>	
<i>un gardien</i>	
<i>un gérant</i>	
<i>un match</i>	
<i>le patin à roulettes</i>	
<i>un pistolet</i>	
<i>le saut en hauteur</i>	
<i>un siège</i>	
<i>un stade</i>	
<i>un voilier</i>	

SUGGESTED VOCABULARY

GRADES 10-11-12

L'ECOLE ET LA VIE SCOLAIRE

*un bâton
un brouillon
un casier
un drapeau
un exercice
un film
un film fixe
un projecteur
un rétro-projecteur
un ruban magnétique
un terrain de jeux
un week-end*

*un directeur
un instituteur*

*une bande
une bobine
une cantine
une composition
une cour
une diapositive
une encre
une étagère
une étude
une faute
une fin de semaine*

*une directrice
une institutrice*

SUGGESTED VOCABULARY

GRADES 10-11-12

LA CONVERSATION TELEPHONIQUE

*un annuaire
un appareil
un appel interurbain
un appel téléphonique
un bottin
un cadran
à frais virés
un message
un numéro
un récepteur
le standard
un tabouret
un téléphone*

*une cabine
une étagère
la monnaie
une nouvelle
une standardiste
une tablette
une téléphoniste*

SUGGESTED VOCABULARY

GRADES 10-11-12

LE RESTAURANT ET LES REPAS

<i>un chariot</i>	<i>une addition</i>	<i>des aliments(m)</i>
<i>un chaudron</i>	<i>une bouilloire</i>	
<i>un chèque</i>	<i>une bourse</i>	
<i>un congélateur</i>	<i>une cafetière</i>	
<i>un couvercle</i>	<i>une carafe</i>	
<i>un éclair</i>	<i>une clientèle</i>	
<i>un goût</i>	<i>une cruche</i>	
<i>un goûter</i>	<i>une fève</i>	
<i>un litre</i>	<i>une graine</i>	
<i>un napperon</i>	<i>une grappe de raisin</i>	
<i>un pain doré</i>	<i>une oie</i>	
<i>un plat</i>	<i>une patate</i>	
<i>un potage</i>	<i>une poêle à frire</i>	
<i>un pourboire</i>	<i>une poivrière</i>	
<i>un réfrigérateur</i>	<i>une salière</i>	
<i>un ustensile</i>	<i>une serveuse</i>	
	<i>une théière</i>	

SUGGESTED VOCABULARY

GRADES 10-11-12

LES OCCUPATIONS JOURNALIERES

*un artiste
un atelier
un avocat
un barbier
un boucher
un bureau
un concierge
un domestique
un épicier
un maçon
un marteau
un menuisier
un ouvrier
un poète*

*une affaire
une armée
une boucherie
une compagnie
une épicerie
une hôtesse de l'air*

SUGGESTED VOCABULARY

GRADES 10-11-12

LE TRANSPORT

<i>un aéroport</i>	<i>une arrivée</i>
<i>un arrêt</i>	<i>une auto</i>
<i>un autobus</i>	<i>une automobile</i>
<i>un aviateur</i>	<i>une base</i>
<i>un avion</i>	<i>une capacité</i>
<i>un bimoteur</i>	<i>la circulation</i>
<i>un biplan</i>	<i>une demande</i>
<i>un biréacteur</i>	<i>une destination</i>
<i>un bombardier</i>	<i>une direction</i>
<i>le bagage</i>	<i>une distance</i>
<i>un bateau</i>	<i>la douane</i>
<i>un cargo</i>	<i>une fiche</i>
<i>le courrier</i>	<i>une flotte</i>
<i>un départ</i>	<i>une fréquence</i>
<i>un douanier</i>	<i>l'immigration</i>
<i>un effectif</i>	<i>une livraison</i>
<i>un espace</i>	<i>une moto-neige</i>
<i>un hangar</i>	<i>une remorque</i>
<i>un haut-parleur</i>	<i>une roulotte</i>
<i>un horaire</i>	<i>une valise</i>
<i>un instrument</i>	<i>une dépanneuse</i>
<i>un manège</i>	
<i>un quadrimoteur</i>	
<i>le transport</i>	
<i>un transporteur</i>	
<i>un vol</i>	

SUGGESTED VOCABULARY

GRADES 10-11-12

LA VIE DE VILLE ET
DE CAMPAGNE

un abri
un bâtiment
un boulevard
un cabinet
un collègue
un édifice
un hôtel de ville
un territoire

une agglomération
une avenue
une bête
une campagne
une chute
une colline
une érablière
une mairie
une ruelle
une taxe

SUGGESTED VOCABULARY

GRADES 10-11-12

LES ANIMAUX

<i>un animal</i>	<i>une baleine</i>
<i>un bison</i>	<i>une bête</i>
<i>un boeuf</i>	
<i>un canard</i>	
<i>un canari</i>	
<i>un cerf</i>	
<i>un chat</i>	<i>une chatte</i>
<i>un chien</i>	<i>une chienne</i>
<i>un coq</i>	<i>une gueule</i>
<i>un homard</i>	<i>une jument</i>
<i>un lion</i>	<i>une mouche</i>
<i>un loup</i>	<i>une oie</i>
<i>une mouche</i>	<i>une poule</i>
<i>un moustique</i>	
<i>un mouton</i>	
<i>un ours</i>	
<i>un perroquet</i>	
<i>un poulain</i>	
<i>un poussin</i>	
<i>un serpent</i>	
<i>un tigre</i>	

SUGGESTED VOCABULARY

GRADES 10-11-12

L'HYGIENE ET LA SANTE

un front
un rhume
un sirop

une aspirine
une clinique
une peau
une pneumonie

SUGGESTED VOCABULARY

GRADES 10-11-12

NOTRE HISTOIRE

<i>un bourgeois</i>	<i>une baie</i>
<i>un cavalier</i>	<i>une barque</i>
<i>un colon</i>	<i>une certaine</i>
<i>un coureur de bois</i>	<i>une chapelle</i>
<i>un curé</i>	<i>une colonie</i>
<i>un diable</i>	<i>une croix</i>
<i>un endroit</i>	<i>une fuite</i>
<i>un esprit</i>	<i>une masse</i>
<i>un explorateur</i>	<i>une morue</i>
<i>un manoir</i>	<i>une nation</i>
<i>un marin</i>	<i>une péninsule</i>
<i>un millier</i>	<i>une pointe</i>
<i>un million</i>	<i>une recherche</i>
<i>un missionnaire</i>	<i>une vallée</i>
<i>un moulin</i>	<i>une veillée</i>
<i>un plateau</i>	
<i>un refuge</i>	
<i>un regret</i>	
<i>un rocher</i>	
<i>un seigneur</i>	
<i>un voyageur</i>	

SUGGESTED VOCABULARY

GRADES 10-11-12

VERBES

a) Verbs expressing command, doubt, desire, emotion (followed by a subjunctive)

*aimer mieux
avoir honte
avoir peur
commander
craindre
défendre
demander
désespérer
désirer
douter
exiger*

*ignorer
nier
ordonner
permettre
préférer
regretter
s'étonner
se fâcher
se réjouir
souhaiter
vouloir*

SUGGESTED VOCABULARY

GRADES 10-11-12

VERBES

a) Verbs taking the preposition - "de" + infinitive

<i>accepter</i>	<i>jur</i> er
<i>choisir</i>	<i>oublier</i>
<i>conseiller</i>	<i>ordonner</i>
<i>décider</i>	<i>permettre</i>
<i>défendre</i>	<i>promettre</i>
<i>demander</i>	<i>proposer</i>
<i>dire</i>	<i>refuser</i>
<i>essayer</i>	<i>rêver</i>
<i>finir</i>	<i>souhaiter</i>
<i>interdire</i>	<i>suggérer</i>

b) Verbs taking the preposition - "à" + infinitive

<i>aider</i>	<i>encourager</i>
<i>apprendre</i>	<i>forcer</i>
<i>commencer</i>	<i>recommencer</i>
<i>continuer</i>	<i>réussir</i>

c) Reflexive verbs

<i>se disputer</i>	<i>s'impatienter</i>
<i>s'embêter</i>	<i>s'inquiéter</i>
<i>se fâcher</i>	<i>s'installer</i>
<i>se fatiguer</i>	<i>se marier</i>
<i>se fiancer</i>	<i>se mettre en colère</i>

d) Reflexive verbs taking the preposition - "de" + infinitive

<i>s'arrêter</i>	<i>s'excuser</i>
<i>se contenter</i>	<i>s'occuper</i>
<i>se dépêcher</i>	<i>se rappeler</i>
<i>s'empêcher</i>	

e) Reflexive verbs taking the preposition - "à" + infinitive

<i>s'amuser</i>	<i>se mettre</i>
<i>se décider</i>	<i>s'habituer</i>
<i>s'intéresser</i>	<i>se préparer</i>

SUGGESTED VOCABULARY

GRADES 10-11-12

VERBES

f) Impersonal Verbs

<i>il commence</i>	<i>se faire + coiffer</i>
<i>il continue</i>	<i>conduire</i>
<i>il est</i>	<i>enlever</i>
<i>il est arrivé</i>	<i>remplacer</i>
<i>il manque</i>	<i>servir</i>
<i>il reste</i>	<i>soigner</i>
<i>il se passe</i>	

g) Agent in the passive (*Je suis accompagné de mon ami.*)

... + *de*

accompagner
aimer
craindre
détester
favoriser
obéir
respecter
suivre

SUGGESTED VOCABULARY

GRADES 10-11-12

ADJECTIFS

<i>abondant</i>	<i>dangereux</i>	<i>gras</i>	<i>normal</i>
<i>absent</i>	<i>délicat</i>	<i>grave</i>	<i>nu</i>
<i>acide</i>	<i>désespéré</i>		
<i>actif</i>	<i>direct</i>	<i>habile</i>	<i>obligatoire</i>
<i>actuel</i>	<i>domestique</i>	<i>hardi</i>	<i>obscur</i>
<i>admirable</i>	<i>doux</i>	<i>honteux</i>	<i>officiel</i>
<i>adroit</i>	<i>droit</i>	<i>horrible</i>	<i>orgueilleux</i>
<i>aérien</i>	<i>dur</i>		<i>ordinaire</i>
<i>affectueux</i>		<i>immédiat</i>	
<i>agricole</i>	<i>égal</i>	<i>impatient</i>	<i>paisible</i>
<i>aigu</i>	<i>égoïste</i>	<i>impossible</i>	<i> paresseux</i>
<i>aimable</i>	<i>élégant</i>	<i>incapable</i>	<i>particulier</i>
<i>alimentaire</i>	<i>élevé</i>	<i>indépendant</i>	<i>paternel</i>
<i>amer</i>	<i>ennuyeux</i>	<i>indifférent</i>	<i>pénible</i>
<i>amical</i>	<i>énorme</i>	<i>indispensable</i>	<i>peureux</i>
<i>ample</i>	<i>ensemble</i>	<i>inférieur</i>	<i>physique</i>
<i>ancien</i>	<i>entier</i>	<i>injuste</i>	<i>pointu</i>
<i>annuel</i>	<i>épais</i>	<i>inquiet</i>	<i>poli</i>
<i>antique</i>	<i>essentiel</i>	<i>intact</i>	<i>populaire</i>
<i>apte</i>	<i>éternel</i>	<i>intérieur</i>	<i>postal</i>
<i>audacieux</i>	<i>étrange</i>	<i>inutile</i>	<i>précieux</i>
	<i>étroit</i>	<i>jaloux</i>	<i>précis</i>
<i>bavard</i>	<i>évident</i>	<i>joyeux</i>	<i>principal</i>
<i>boiteux</i>	<i>exact</i>	<i>laid</i>	<i>probable</i>
<i>brave</i>	<i>exceptionnel</i>	<i>large</i>	<i>proche</i>
<i>bref</i>	<i>extérieur</i>	<i>léger</i>	<i>profond</i>
<i>brillant</i>	<i>extraordinaire</i>	<i>lent</i>	<i>prompte</i>
<i>brusque</i>		<i>loyal</i>	<i>prudent</i>
<i>brutal</i>	<i>faible</i>	<i>luxueux</i>	<i>pur</i>
<i>bruyant</i>	<i>fameux</i>		
	<i>familial</i>	<i>maigre</i>	<i>qualifier</i>
<i>capable</i>	<i>favorable</i>	<i>majeur</i>	<i>quotidien</i>
<i>carré</i>	<i>faux</i>	<i>maladroit</i>	
<i>central</i>	<i>féminin</i>	<i>malheur</i>	<i>raide</i>
<i>certain</i>	<i>féroce</i>	<i>maternel</i>	<i>raisonnable</i>
<i>chic</i>	<i>fidèle</i>	<i>méchant</i>	<i>rapide</i>
<i>chrétien</i>	<i>fier</i>	<i>mécontent</i>	<i>rare</i>
<i>civil</i>	<i>final</i>	<i>mensuel</i>	<i>récent</i>
<i>classique</i>	<i>fort</i>	<i>merveilleux</i>	<i>réel</i>
<i>commercial</i>	<i>fou</i>	<i>mignon</i>	<i>régulier</i>
<i>commode</i>	<i>fragile</i>	<i>modeste</i>	<i>religieux</i>
<i>commun</i>	<i>fréquent</i>	<i>mort</i>	<i>remarquable</i>
<i>complet</i>	<i>furieux</i>	<i>mou</i>	<i>responsable</i>
<i>confortable</i>		<i>mur</i>	<i>ridicule</i>
<i>courageux</i>	<i>gai</i>		<i>robuste</i>
<i>courant</i>	<i>gauche</i>	<i>naïf</i>	<i>rond</i>
<i>coûteux</i>	<i>généreux</i>	<i>négligent</i>	<i>rude</i>
<i>critique</i>	<i>gourmand</i>	<i>nerveux</i>	<i>rural</i>
<i>cruel</i>	<i>gracieux</i>	<i>net</i>	

SUGGESTED VOCABULARY

GRADES 10-11-12

ADJECTIFS (suite)

sage
sain
sale
scolaire
semblable
sensible
sévère
silencieux
sincère
sobre
sociale
solide
souple
sourd

têtu
tiède
timide
tranquille
triste

utile

SUGGESTED VOCABULARY

GRADES 10-11-12

CONJONCTIONS

a) *de coordination*

alors
aussi
avec
ensuite
et
or
puis

au contraire
cependant
d'ailleurs
mais
pourtant
quoique
seulement
toutefois

aussi
ni
ou
ou bien
soit
soit...

car
en effet

aussi
c'est pourquoi
donc
enfin
par conséquent

alors
enfin
ensuite
maintenant
puis

b) *de subordination*

ainsi que
aussi bien que
autant que
de même que

alors que
à moins que
bien que
quand même
sans que

ainsi que
à moins que
autant que
comme si
de même que
soit que
tel que

attendu que
parce que
selon que
vu que

afin que
de peur que
pour que

de manière que
de sorte que
que
si bien que
si...que
tant...que

SUGGESTED VOCABULARY

GRADES 10-11-12

CONJUNCTIONS

a) Conjunctions followed by the subjunctive.

à condition que
afin que
à moins que ... ne
avant que
bien que
ce n'est pas que
de crainte que ... ne
non que
de peur que ... ne
pour que
pourvu que...
quoique
sans que
soit que ... soit que

b) Conjunctions followed by the subjunctive when the sentence expresses possibility, purpose, will, intention or futurity.

de façon que
de manière que
de sorte que
de telle sorte que
en sorte que
jusqu'à ce que
si ce n'est que
si ce n'était que
sinon que
tellement que

SUGGESTED VOCABULARY

GRADES 10-11-12

PREPOSITIONS

<i>à cause de</i>	<i>de chez</i>
<i>afin de</i>	<i>d'entre</i>
<i>à force de</i>	<i>des</i>
<i>à l'égard de</i>	<i>durant</i>
<i>à l'exception de</i>	<i>en dépit de</i>
<i>à moins de</i>	<i>envers</i>
<i>après</i>	<i>faute de</i>
<i>à travers</i>	<i>grâce à</i>
<i>au courant de</i>	<i>hors</i>
<i>au dedans de</i>	<i>jusque dans</i>
<i>au dessous de</i>	<i>malgré</i>
<i>au dessus de</i>	<i>outre</i>
<i>au devant de</i>	<i>par-dedans</i>
<i>au lieu de</i>	<i>par-dehors</i>
<i>auprès de</i>	<i>parmi</i>
<i>au travers de</i>	<i>par rapport à</i>
<i>ayant</i>	<i>proche de</i>
<i>d'après</i>	<i>quant à</i>
	<i>selon</i>
	<i>vis-à-vis de</i>

SUGGESTED VOCABULARY

GRADES 10-11-12

ADVERBES

1. de quantité

autant
environ
quelque
si
suffisamment
tant
tellement

2. de temps

à présent
auparavant
autrefois
dernièrement
parfois
soudain
tantôt
tout à coup
tout à l'heure
toute de suite

3. de lieu

à droite
à gauche
ailleurs
alentour
au milieu
autour
en arrière
loin
quelque part

4. de manière

ainsi
à propos
à tort
debout
heureusement
lentement
pis
plutôt
volontiers

5. d'affirmation

assurément
bien sûr
certes
précisément
sans doute

6. de doute

apparemment
peut-être
sans doute

7. de négation

ne + aucun
aucunement
jamais
non
personne
rien

SUGGESTED VOCABULARY

GRADES 10-11-12

EXPRESSIONS IDIOMATIQUES

à la fois
à l'entendre
aller à la chasse
à mon avis
à n'en plus finir
à peine
à quoi voulez-vous en venir?
à tort et à travers
à tout à l'heure
à toute vitesse
attraper un coup de soleil
à tue-tête
au contraire
à un âge plus avancé (plus tard
dans la vie)
avoir beaucoup de choses à dire
avoir le coup de foudre
à votre place

ça (cela) coûte cher
ça (cela) m'est égal
ça (cela) ne vaut pas la peine
ça (cela) vaut la peine
c'est à savoir
c'est ça
c'est grave
ce n'est pas grave
c'est plus fort que moi
comme d'habitude
crever de faim

d'autre part
de nos jours
de bonne humeur
de mauvaise humeur
de plus en plus
des pieds à la tête
de temps en temps

échouer (être refusé à) un examen
en bas
en haut
entendre dire
être d'accord

faire des compliments
faire le fou
faire partie de
faire semblant

gagner sa vie

il ne sait rien faire
il s'agit de

le long de

on est mieux

qu'est-ce qui se passe?
quant à

refuser carrément

sens dessus dessous
s'en aller

tôt ou tard
tant pis - tant mieux
tout à coup
tout à fait
tout-puissant

un coup d'oeil
un coup de main
un coup de pied
un coup de téléphone
un coup de tête

je tombe de fatigue
je meurs d'envie de raconter
j'en ai assez
j'ai mon voyage!

SUGGESTED VOCABULARY

GRADES 10-11-12

PERSONNALITE

affectueux
ambitieux
analytique

bohème

conscientieux

dynamique

émotif
énergique
extroverti

gâté
généreux
gentil

impatient
indépendant
intellectuel
intelligent
irrésistible

loyal

mélancolique
méticuleux
modeste

paresseux
patient
pensif
perceptif
précis

réservé

sensible
sincère
solitaire
studieux

travailleur

SUGGESTED VOCABULARY

GRADES 10-11-12

QUALITE HUMAINE

le courage

l'égoïsme

l'esprit

le génie

le savoir-faire

le talent

l'ambition

l'énergie

la générosité

la gentillesse

l'imagination

la jalousie

la joie

la mémoire

la patience

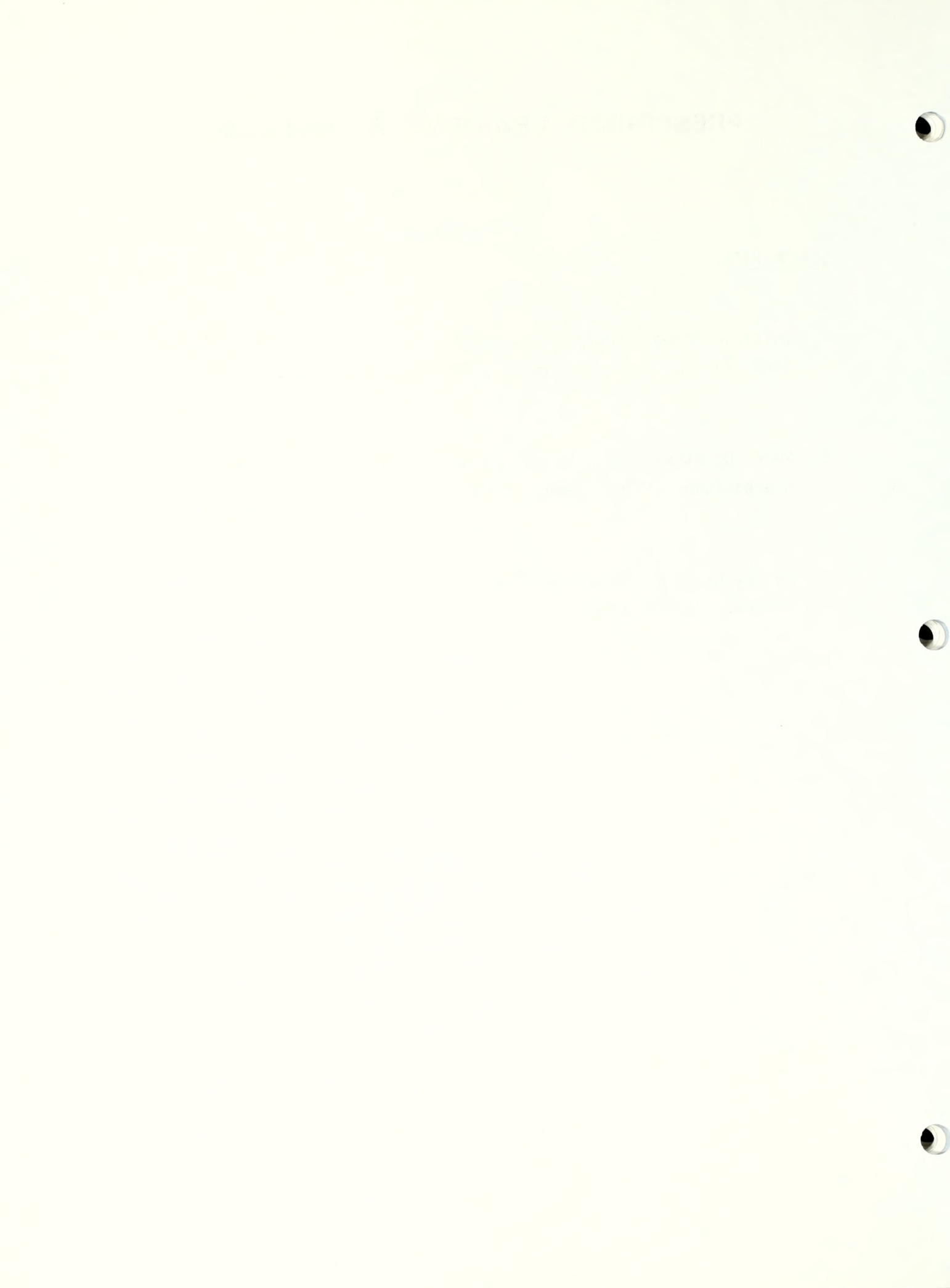




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2. Kerr, D. et al, *Ici on parle français* (Prentice-Hall Canada Ltd., Scarborough: 1970) Levels 5 and 6
3. Kenny, M. et al, *Passeport français* (D.C. Heath Canada Ltd., Toronto: 1973) Levels 5 - 8





CATEGORY:

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 10 The student will be
able:

1. To express greetings.
2. To express farewells.
3. To introduce someone.
4. To express/accept thanks.
5. To express/accept apologies.
6. To gain attention.
7. To express concern and sympathy.
8. To express approval and disapproval/agreement and disagreement.
9. To express good wishes.
10. To express toasts.
11. To express surprise.

MAINTAIN CONTENT OF GRADES

4 - 9

CATEGORY:

IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 10 The student will be able:

1. To indicate someone or something using indefinite pronouns.
2. To ask and tell about nationality and place of origin.

MAINTAIN CONTENT OF GRADES

7 - 8 - - 9



CATEGORY:
SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
Grade 10 <u>The student will be able:</u>			
1. To express acquaintance.	5, unit 4 "A votre avis"	IV, 2e étape	Book 6, Component 24
2. To express knowledge of facts and how to do things.	5, unit 4 "A votre avis"	IV, 2e étape	Book 4, Component 15, Module 2
3. To specify persons, things or places by asking questions using interrogative adjectives.	1, unit 9 unit 13 unit 23A	III, 2e étape (exercices structuraux)	Book 4, Component 13 (Exercise 1, page 22) Book 4, Component 13 (Exercise 5, page 19) Book 4, Component 15 "Entre nous"

MAINTAIN CONTENT OF GRADES

7 - 9

4. To specify a person, thing, place or time by asking questions, using interrogative adverbs.

CATEGORY:

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 10 The student will be able:

1. To express an action occurring in the present.
2. To express an action in the immediate future.
3. To express commands or suggestions.
4. To express recent past actions.
5. To express past actions.
6. To express continuous or repeated actions in the past in the affirmative and in the negative forms.
7. To express actions using reflexive verbs, in the affirmative and negative forms.

MAINTAIN LINGUISTIC CONTENT


FROM GRADES 4 - 9



CATEGORY:
 EXPRESSING ACTIONS (Continued)

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
Grade 10 <u>The student will be able:</u>			
8. To express actions in the future using certain subordinate conjunctions.	5, unit 2 (si) 6, unit 7 7, unit 12	III, 4e étape IV, 5e étape 7e étape V, 3e étape	Book 7, Component 26
9. To express an action using negation with an infinitive.		III, 8e étape	Book 6, Component 21 "Tout ensemble"
10. To express an action in the affirmative and negative, using direct object and indirect object pronoun.	7, unit 16 (using book "Little Things Mean a Lot")	IV, 7e étape 10.2 10.3	Book 3, Component 11, Module 1 and Component 12, Module 1 Book 4, Component 14, Module 1 Book 6, Component 21, Module 1 Book 5, Component 18, Module 1 Book 6, Component 19 "Un peu de tout 1" and Component 20 "Un peu de tout 1" Book 4, Component 16, Module 1
11. To express orders and suggestions in the affirmative and negative using direct and indirect object pronouns.	7, unit 16 "S'il vous plaît" "Le, la, les"	IV, 6e étape 7e étape 8e étape	Book 6, Component 22, Module 2

CATEGORY:
 EXPRESSING ACTIONS (Continued)

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
Grade 10 <u>The student will be able:</u>			
12. To express action using <i>faire</i> plus infinitive in the affirmative and negative forms.	V, 4e étape		
13. To express an action using <i>en</i> plus present participle, in the affirmative.	7, unit 13	V, 4e étape	Book 8, Component 33, Module 1
14. To express a condition in the affirmative and negative forms.	"If Pigs Could Fly"	V, 2e étape 3e étape	Book 7, Component 27, Module 1 and "Tout ensemble"
15. To express an action in the past tense to state what had happened.	7, unit 12 "Regards sur 1e passé"	V, 2e étape	Book 6, Component 24 "Tout ensemble"
16. To express an action with verbs requiring no preposition before the infinitive.		MAINTAIN LINGUISTIC CONTENT 	
17. To express an action using verbs requiring <i>à</i> before the infinitive.		IV, 8e étape	Book 8, Component 34 "Tout ensemble"
18. To express an action using verbs requiring <i>de</i> before the infinitive.		IV, 8e étape	Book 7, Component 25 "En d'autres mots"

CATEGORY:
EXPRESSING LOCATION

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 10 The student will be able:

1. To ask and tell where one lives, goes to or comes from.
2. To express direction relative to another location.
3. To express direction.

MAINTAIN LINGUISTIC CONTENT



MAINTAIN CONTENT OF GRADES

4 - 9



CATEGORY:

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 10 The student will be able:

1. To express possession using all forms of the possessive adjective.
2. To express possession using all forms of the possessive pronouns.

MAINTAIN LINGUISTIC CONTENT

MAINTAIN CONTENT OF GRADES

4 - 9

Book 8, Component 34, Module 2

CATEGORY:

EXPRESSING TIME

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 10 The student will be able:

- | | | | |
|--|-----------|-------------|--|
| 1. To express length and duration of time using <i>il y a, depuis, pendant</i> and <i>pour</i> . | 6, unit 9 | V, 2e étape | Book 8, Component 31 and 33 (Lecture)
Book 1, Component 3, Module 1
Book 6, Component 24 (Vocabulaire actif) |
| 2. To express an action begun in the past and continuing in the present. | 6, unit 9 | V, 2e étape | Book 1, Component 3, Module 1
Book 6, Component 17
"Un peu de tout 1" |
| 3. To express an action in relation to previous actions. | | | |

CATEGORY:

EXPRESSING WISHES, PREFERENCES, EMOTIONS, UNCERTAINTY AND FEELINGS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 10 The student will be able:

1. To express a wish, using *avoir envie de*. III, 5e étape

CATEGORY:
EXPRESSING OBLIGATION, NECESSITY

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 10 The student will be
able:

1. To express obligation.
2. To express necessity.

MAINTAIN LINGUISTIC CONTENT

MAINTAIN LINGUISTIC CONTENT
GRADES 4 - 9

CATEGORY:

DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 10 The student will be able:

1. To describe people and things with adjectives formed by using suffixes.
2. To describe people or things by using prepositional phrases.

6, unit 7
"Words United"

III, 1ère étape
IV, 6e étape

Book 1, Component 1,
"Entre nous"
Book 2, Component 5, Module 3
Book 3, Component 9
"Entre nous"

Book 6, Component 23
"Vers le français actif"
(page 82 on the menu)
Book 8, Component 32
"Vers le français actif"
(page 118, department store)

CATEGORY :

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 10 The student will be able:

1. To express quantity of people, things and conditions.
2. To ask and tell about parts of the whole in the affirmative and negative.

MAINTAIN LINGUISTIC CONTENT

MAINTAIN LINGUISTIC CONTENT
FROM GRADES 4 - 9

CATEGORY:
 EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS *En avant* *Ici on parle français* *Passeport français*

- Grade 10 The student will be able:
- To express a reason as to why an action is or is not performed using the conjunctions *parce que*, *car*, *donc*.
 6, unit 8
 7, unit 11
 III, 5e étape (exercices structuraux)
 Book 1, Component 2 and Component 4
 Book 7, Component 27
 "Vive l'humour!"
 Book 7, Component 25
 "Vocabulaire actif"
 Book 8, Component 33
 "Tout ensemble"
 - To express a reason as to why an action is or is not performed using *à cause de*, *pour*.
 III, 4e étape
 V, 1ère étape

CATEGORY:

INDIRECT SPEECH

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 10 The student will be able:

1. To report what someone says.

2. To report what someone said.

2. To express what someone will say.

MAINTAIN GRADES 7 - 9

V, 4e étape
(Observations
sur la langue)

MAINTAIN LINGUISTIC CONTENT
GRADES 7 - 9

Book 7, Component 27, Module 1
(See Example 5, page 74)

CATEGORY:
 EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 10 The student will be able:

1. To express the relationship between two or more ideas, using conjunctions.

2. To express conditional relationships using *si*.

MAINTAIN CONTENT GRADES

4 - 9

5, unit 2
 5, unit 5
 7, unit 14

IV, 3e étape
 5e étape
 6e étape
 7e étape
 V, 4e étape

MAINTAIN CONTENT OF GRADES

4 - 9

Book 7, Component 27, Module 1 and "Tout ensemble"

CATEGORY:
EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 11 The student will be
able:

1. To express greetings.
2. To express farewells.
3. To introduce someone.
4. To express thanks.
5. To express apologies.
6. To gain attention.
7. To express concern and sympathy.
8. To express approval and disapproval.
9. To express manners.
10. To express good wishes.
11. To express toasts.
12. To express surprise.

MAINTAIN CONTENT GRADES

4 - 10

MAINTAIN LINGUISTIC CONTENT

GRADES 4 - 10

CATEGORY:

IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 11 The student will be able:

1. To identify persons and things using indefinite pronouns and adjectives.

3, unit 2
 "Little Things Mean a Lot" page 112
 "The Never, Not, Nothing, No More Book"

III
 IV, 1ère étape

Book 6, Component 21
 Vers le français actif
 "De nos jours"
 Book 5, Component 20
 Book 1, Component 2
 "Entre nous"
 Book 5, Component 19
 Book 8, Component 33
 Vers le français actif
 "De nos jours"
 Book 8, Component 34
 Book 6, Component 21, Module 2
 Book 6, Component 23
 Vers le français actif
 "De nos jours"
 Book 8, Component 30
 Vers le français actif

CATEGORY:

EXPRESSING ACTION

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 11 The student will be
able:

1. To express an action occurring in the present.
2. To express an action in the immediate future.
3. To express an action in the future tense.
4. To express commands or suggestions.
5. To express recent past actions.
6. To express past actions.
7. To express continuous or repeated actions.
8. To express actions related to oneself.

MAINTAIN CONTENT OF GRADES

4 - 10

MAINTAIN LINGUISTIC CONTENT

GRADES 4 - 10

CATEGORY:

EXPRESSING ACTION (continued)

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
Grade 11 <u>The student will be able:</u>			
9. To express actions, while substituting the direct object with a direct object pronoun and the indirect object with an indirect object pronoun.	MAINTAIN CONTENT OF GRADES 4 - 10		MAINTAIN LINGUISTIC CONTENT GRADES 4 - 10
10. To express an action using the present participle.			
11. To express an action using the pluperfect.			
12. To express an action in the conditional present.			
13. To express an action through the use of infinitives.			
14. To express what would have happened under certain conditions.	"Regards sur le passé"	V, 2e étape	Book 7, Component 27, Module 1
15. To express what will or shall have happened.	"Regard sur le passé"	V, 4e étape	Book 7, Component 26, Module 1

CATEGORY:

EXPRESSING LOCATION

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

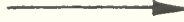
Grade 11 The student will be
able:

1. To ask and tell where one lives, goes to or comes from.
2. To express location using the adverbial pronoun *y*.
3. To express location using the adverbial pronoun *en*.

MAINTAIN CONTENT GRADES
4 - 10



MAINTAIN LINGUISTIC CONTENT
GRADES 4 - 10



CATEGORY:

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 11 The student will be able:

1. To express possession using all forms of the possessive pronouns.
2. To express possession using all forms of the possessive adjectives.

MAINTAIN CONTENT OF GRADES

7 - 10



MAINTAIN LINGUISTIC CONTENT

GRADES 4 - 10



CATEGORY:

EXPRESSING WISHES, PREFERENCES, EMOTIONS, UNCERTAINTY AND FEELINGS

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 11 The student will be able:

- | | | | |
|---|---|--------------------------------|---|
| 1. To express what one likes or does not like using disjunctive pronouns. | 7, unit 15
7, unit 16
"Little Things
Mean a Lot"
"S'il vous
plaît" | III, 1ère étape | Book 2, Component 5, Module 2
Book 7, Component 25
Vers le français actif -
lecture |
| 2. To express necessity using the subjunctive. | "Que faut-il
que je fasse?" | III, 7e étape | Book 8, Component 29, Module 1 |
| 3. To express wishes, wants or preferences using the subjunctive. | | III, 7e étape
V, 1ère étape | Book 8, Component 29, Module 2
Book 8, Component 29, Module 2
and "Tout ensemble"
Book 8, Component 30, Module 2 |
| 4. To express emotion, using the subjunctive. | "Que faut-il
que je fasse?" | | Book 8, Component 30, Module 2 |
| 5. To express uncertainty. | | V, 1ère étape | Book 8, Component 31, Module 2 |

CATEGORY:

DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
------------------------	-----------------	------------------------------	---------------------------

Grade 11 The student will be able:

- | | | |
|---|---|--|
| <p>1. To describe people or things using the comparative and superlative forms of adjectives.</p> | <p>MAINTAIN CONTENT GRADES
4 - 10</p> | <p>MAINTAIN LINGUISTIC CONTENT
GRADES 4 - 10</p> |
| <p>2. To describe actions using the comparative and superlative forms of adverbs.</p> | <p>MAINTAIN CONTENT GRADES
4 - 10</p> | <p>MAINTAIN LINGUISTIC CONTENT
GRADES 4 - 10</p> |
| <p>3. To describe people and things with adjectives formed by adding suffixes.</p> | <p>6, unit 7
"Words United"</p> | <p>Book 5, Component 17
"Un peu de tout", page 25
(Also see example 2, page 104,
Book 6, Component 24)</p> |
| <p>4. To use adverbs of quantity with compound tenses.</p> | <p>"Words United"
III, 3e étape</p> | <p>MAINTAIN LINGUISTIC CONTENT
GRADES 4 - 10</p> |
| <p>5. To describe adjectives and adverbs using adverbs of quantity.</p> | <p>MAINTAIN CONTENT GRADES
4 - 10</p> | <p>MAINTAIN LINGUISTIC CONTENT
GRADES 4 - 10</p> |

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 11 The student will be able:

1. To ask and tell about parts of the whole, using the pronoun *en*.
2. To express quantity using the pronoun *en* in combination with expressions of quantity.

MAINTAIN CONTENT GRADES

7 - 10



MAINTAIN CONTENT

GRADES 7 - 10



CATEGORY:
 EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
Grade 11 <u>The student will be able:</u>			
1. To express a reason as to why an action is or is not performed, using the conjunctions <i>comme, puisque, alors.</i>		III, 4e étape	Book 4, Component 13 (Lecture) Book 7, Component 19, "Vocabulaire actif" Book 1, Component 1 (Lecture) Book 6, Component 24 (Lecture)

2. To express a reason as to why an action is or is not performed, using the preposition *afin de.*

MAINTAIN CONTENT OF
 GRADE 10

CATEGORY:
INDIRECT SPEECH

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 11 The student will be able:

1. To report what someone had said.

V, 4e étape
(Observations
sur la langue)

Book 7, Component 27, Module 1
(on the conditional) page 72

CATEGORY:
 EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 11 <u>The student will be able:</u>			
1. To express the relationship between two or more ideas, using conjunctions.	MAINTAIN CONTENT GRADE 10		MAINTAIN CONTENT GRADE 10
2. To express a relationship of time between the action of the principal clause and that of the subordinate clause.	III, 3e, 6e et 7e étape V, 4e étape		Book 7, See example 4, page 110)
3. To express the relationship between the action of the principal clause and the action of the subordinate clause, indicating that an action would take place if the condition had been realized.	MAINTAIN CONTENT GRADE 10	"If pigs could fly"	MAINTAIN CONTENT GRADE 10
4. To express the relationship of time using <i>quand, lorsque, dès que, aussitôt que</i> , to show that the action of the subordinate clause occurs either <u>before</u> or <u>at the same time as the action of the principal clause</u> .	MAINTAIN CONTENT OF GRADE 10		MAINTAIN CONTENT GRADE 10

CATEGORY:
 EXPRESSING RELATIONSHIPS (Continued)

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 11 The student will be able:

- To express the relationship between the principal clause and the subordinate clause when the principal clause indicates necessity, wishes, preference, emotion or uncertainty.
- To express the relationship between the principal clause and the subordinate clause with the following conjunctions: *afin que, bien que, avant que, sans que, jusqu'à ce que, à moins que, ...(ne), pour que, quoique.*

"Que faut-il que je fasse?"

Book 8, Component 32, Module 1
 Book 8, Component 32, "Tout ensemble"

Book 8, Component 32, Module 2

CATEGORY:
SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
Grade 11 <u>The student will be able:</u>			
1. To specify persons or things using demonstrative pronouns.	3, unit 4		Book 7, Component 28, Module 2
2. To express relative, temporal and spatial distance using -- <i>cei</i> and -- <i>là</i> with demonstrative pronouns.	3, unit 4	V, 2e étape	Book 7, Component 28, Module 2
3. To specify persons or things using the invariable demonstrative pronouns <i>ça</i> , <i>cela</i> and <i>ceci</i> .	1, unit 3		Book 4, Component 16 Vocabulary
4. To specify persons or things using relative pronouns.	7, unit 11 "Little Things Mean a Lot"	III, 1ère étape IV, 2e étape V, 3e étape	Book 5, Component 17, Module 2 Book 7, Component 26, Module 2 Book 7, Component 26 "Tout ensemble"
5. To specify persons or things using interrogative pronouns.	3, unit 2 7, unit 11	III, 3e étape IV, 2e étape	Book 2, Component 8, Module 1 Book 4, Component 15, Module 1 Book 7, Component 26 Vocabulaire

CATEGORY:

EXPRESSING SOCIAL CONVENTIONS

Passeport français

Ici on parle français

En avant

PERFORMANCE STATEMENTS

Grade 12 The student will be able:

1. To express greetings.
2. To express farewells.
3. To introduce someone.
4. To express thanks.
5. To express apologies.
6. To gain attention.
7. To express concern and sympathy.
8. To express approval and disapproval.
9. To express manners.
10. To express good wishes.
11. To express toasts.
12. To express surprise.

MAINTAIN CONTENT GRADES

4 - 11

MAINTAIN PREVIOUS LINGUISTIC

CONTENT

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 12 The student will be able:

1. To express quantity of people, things and conditions.

2. To ask and tell about parts of the whole in the affirmative and negative.

3. To ask and tell about parts of the whole in the affirmative and negative using the pronoun *en*.

4. To express quantity using the pronoun *en* in combination with expressions of quantity.

MAINTAIN PREVIOUS LINGUISTIC CONTENT

MAINTAIN CONTENT GRADES
4 - 11



CATEGORY :

IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 12 The student will be able:

1. To identify persons and objects using present participles, past participles and infinitives as nouns.

MAINTAIN PREVIOUS LINGUISTIC CONTENT

MAINTAIN PREVIOUS CONTENT

CATEGORY:

SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 12 The student will be able:

1. To specify persons and objects by emphasizing them, using *ce que*, *ce qui*, *ce dont*.

7 "A votre avis"
"Little Things Mean a Lot",
page 102

III, 5e étape

Book 7, Component 25, Module 2

CATEGORY:

DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 12 The student will be able:

- | | |
|---|---|
| <p>1. To describe people or things using the comparative and superlative forms of adjectives.</p> <p>2. To describe actions using the comparative and superlative forms of adverbs.</p> <p>3. To describe people and things with adjectives formed by adding suffixes.</p> <p>4. To describe actions using adverbs formed with suffixes.</p> <p>5. To describe people or things by using adjective phrases.</p> <p>6. To describe things using technical and idiomatic terms.</p> | <p>MAINTAIN PREVIOUS LINGUISTIC CONTENT</p> <p>↓</p> <p>MAINTAIN PREVIOUS LINGUISTIC CONTENT</p> <p>↓</p> <p>MAINTAIN PREVIOUS LINGUISTIC CONTENT</p> <p>↓</p> <p>MAINTAIN PREVIOUS LINGUISTIC CONTENT</p> <p>↓</p> <p>MAINTAIN PREVIOUS LINGUISTIC CONTENT</p> |
|---|---|

CATEGORY :

DESCRIBING PEOPLE AND THINGS (Continued)

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 12 The student will be
able:

7. To describe persons or
objects using similes.

8. To describe persons or
objects using the past
participle as an
adjective.

9. To describe persons and
objects using the present
participle as an
adjective.

Book 8, Component 20
"En d'autres mots", pp. 25-26

"Silly Grammar
Book",
pages 40-51

CATEGORY :

EXPRESSING ACTION

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 12 The student will be able:

1. To present an action in the present.

2. To express an action in the immediate future.

3. To express an action in the future tense.

4. To express commands or suggestions.

5. To express recent past actions using *venir de*.

6. To express past actions.

7. To express continuous or repeated actions.

8. To express actions related to oneself.

MAINTAIN PREVIOUS LINGUISTIC CONTENT

MAINTAIN PREVIOUS LINGUISTIC CONTENT

CATEGORY:

EXPRESSING ACTION (Continued)

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 12 The student will be able:

9. To express actions while substituting the direct object pronoun and the indirect object with an indirect object pronoun.

MAINTAIN PREVIOUS LINGUISTIC CONTENT

MAINTAIN PREVIOUS LINGUISTIC CONTENT



10. To express an action using the present participle.

11. To express an action using the pluperfect tense.

12. To express an action in the conditional.

13. To express an action through the use of infinitive verbs, or without prepositions.

14. To describe what will or shall have happened.

MAINTAIN PREVIOUS LINGUISTIC CONTENT

MAINTAIN PREVIOUS LINGUISTIC CONTENT



CATEGORY:
 EXPRESSING ACTION (Continued)

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
Grade 12 <u>The student will be able:</u>			
15. To express necessity, wishing, preference, emotion, uncertainty.			MAINTAIN PREVIOUS LINGUISTIC CONTENT
16. To express an action using the historical past.	6, unit 7 "Regards sur le passé"	V, 2e étape	Book 7, Component 28, Module 1
17. To express past action using <i>après</i> .		V, 1ère étape	Book 8, Component 33, Module 2
18. To express an action in the passive voice.			Book 8, Component 34, Module 1 Book 8, Component 34, Module 1

CATEGORY:
INDIRECT SPEECH

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 12 The student will be able:

1. To report what someone says, has said, or will say in both the affirmative and negative form.

MAINTAIN PREVIOUS LINGUISTIC
CONTENT

MAINTAIN PREVIOUS LINGUISTIC
CONTENT

CATEGORY:

TO EXPRESS CAUSE AND EFFECT

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 12 The student will be able:

1. To express a reason as to why an action is or is not performed using the following conjunctions:
attendu que, étant donné que, vu que.

MAINTAIN CONTENT

MAINTAIN PREVIOUS LINGUISTIC CONTENT

2. To express a reason as to why an action is or is not performed using the preposition *grâce à*.

MAINTAIN CONTENT

Book 7, Component 27
"Vers le français actif"
De nos jours (lecture)
Book 8, Component 30
"Vers le français actif"
De nos jours (lecture)

CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS

En avant

Ici on parle français

Passeport français

Grade 12 The student will be able:

1. To express the relationship between two or more ideas using conjunctions.
2. To express the relationship of time between the action of the principal clause and the action of the subordinate clause.
3. To express the relationship between the action of the principal clause and the action of the subordinate clause, indicating an action would take place if a condition had been realized.
4. To express the relationship of time using *quand, lorsque, dès que, aussitôt que*, to show that the action of the subordinate clause occurs either before or at the same time as the action of the principal clause.

MAINTAIN PREVIOUS LINGUISTIC CONTENT

MAINTAIN PREVIOUS LINGUISTIC CONTENT

CATEGORY:
 EXPRESSING RELATIONSHIPS (Continued)

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 12 The student will be able:

5. To express the relationship between the principal clause and the subordinate clause, when the principal clause indicates necessity, wishes, preference, emotion, uncertainty.

6. To express the relationship between the principal clause and the subordinate clause with the following conjunctions:

- pour que*
- afin que*
- avant que*
- jusqu'à ce que*
- à moins que*
- quoique*
- bien que*
- sans que*

7. To express the relationship of time to show that the action of the subordinate clause occurs before the action of the principal clause.

MAINTAIN PREVIOUS LINGUISTIC CONTENT

MAINTAIN PREVIOUS LINGUISTIC CONTENT



V, 1ère étape

Book 8, Component 33, Module 2

CATEGORY:
EXPRESSING LOCATION

PERFORMANCE STATEMENTS	<i>En avant</i>	<i>Ici on parle français</i>	<i>Passeport français</i>
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Grade 12 The student will be able:

1. To ask and tell where one lives, goes to, or comes from.
2. To express direction.
3. To express location using the adverbial pronouns *y* and *en*.

MAINTAIN PREVIOUS LINGUISTIC CONTENT

MAINTAIN PREVIOUS LINGUISTIC CONTENT



CATEGORY :

EXPRESSING NECESSITY, WISHES, PREFERENCE, EMOTIONS, UNCERTAINTY AND FEELING

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 12 The student will be able:

1. To express necessity, wishes, wants, preference, emotion and uncertainty using the subjunctive.

MAINTAIN PREVIOUS LINGUISTIC CONTENT

MAINTAIN PREVIOUS LINGUISTIC CONTENT

2. To express fear using the subjunctive.

"Que faut-il que je fasse?"

Book 8, Component 30, Module 2 and "Tout ensemble"

CATEGORY:
EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

En avant

*Ici on parle
français*

Passeport français

Grade 12 The student will be able:

1. To express possession using all forms of the possessive pronouns.
2. To express possession using all forms of the possessive adjective.

MAINTAIN PREVIOUS LINGUISTIC
CONTENT



MAINTAIN PREVIOUS LINGUISTIC
CONTENT



